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SENIOR HIGH SCHOOL

Curriculum Handbook for **Parents**

Catholic School Version

2007–2008

Further information can be found at:
http://www.education.gov.ab.ca

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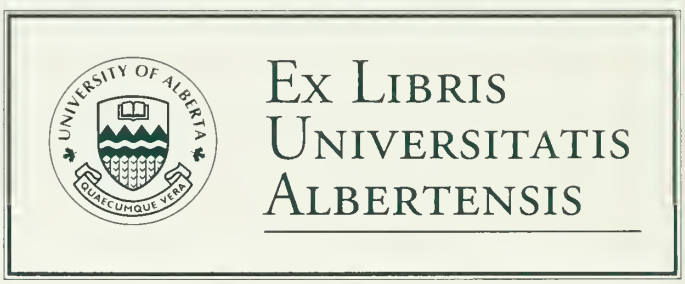
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SENIOR
HIGH SCHOOL

Curriculum Handbook for **Parents**

Catholic School Version

2007-2008

This Curriculum Handbook provides parents with information about the senior high school curriculum. It includes:

- selected learning outcomes for each subject area from the provincial curriculum
- links to the Alberta Education Web site where more information can be found
- information on personal and career development transitions into work and further learning
- a feedback form.

Alberta Education

This document, along with most Alberta Education documents, can be found on the Web site at http://www.education.gov.ab.ca.

Parent documents referenced in this handbook, along with most Alberta Education documents, are available for purchase from:

Learning Resources Centre
12360 – 142 Street
Edmonton, Alberta, Canada, T5L 4X9
Telephone: 780–427–2767
Toll-free: 310–0000 (inside Alberta)
Fax: 780–422–9750
Internet: http://www.lrc.education.gov.ab.ca

Telephone numbers of branches referred to in this handbook can be reached, toll-free inside Alberta, by dialling 310–0000.

Curriculum Branch
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@edc.gov.ab.ca

Distributed Learning Resources Branch
Telephone: 780–674–5350
Fax: 780–674–6561
E-mail: DLRB.General@gov.ab.ca

First Nations, Métis and Inuit Services
Telephone: 780–415–9300
Fax: 780–415–9306
E-mail: asb@gov.ab.ca

French Language Services Branch
Telephone: 780–427–2940
Fax: 780–422–1947
E-mail: LSB@edc.gov.ab.ca

Learner Assessment
Telephone: 780–427–0010
Fax: 780–422–4200
E-mail: LAcontact@edc.gov.ab.ca

Learning and Teaching Resources Branch
Telephone: 780–427–2984
Fax: 780–422–0576
E-mail: curric.contact@edc.gov.ab.ca

Learning Technologies Branch
Telephone: 780–415–8528
Fax: 780–422–9157
E-mail: ltbgeneral@gov.ab.ca

- For information about LearnAlberta.ca
  Telephone: 780–415–8528
  Fax: 780–422–9157
  E-mail: LearnAlberta.Contact@edc.gov.ab.ca

Special Programs Branch
Telephone: 780–422–6326
Fax: 780–422–2039
E-mail: Special.Programs@gov.ab.ca

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Message from the
Minister of Education

The parent's role in today's education system is important to the child's current and future success.

It is not always easy for parents to connect to what a child is learning in the classroom. The curriculum cannot always be the central focus with today's busy households and the extracurricular activities pursued by our Kindergarten to Grade 12 students.

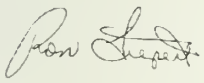
To connect you with what your child is learning in school, Alberta Education created the *Curriculum Handbooks for Parents* series. This handy reference tool will assist you in following your child's programs of study. One of the special attributes of Alberta's curriculum is that it is the same for every student at every grade level in every corner of the province.

I am confident this handbook will provide the opportunity for you to become more engaged in Alberta's curriculum and answer any questions you may have on what your child is learning. I hope this publication will also serve to create an open dialogue between you and your child on curriculum outcomes and expectations.

Use this handbook as a window into your child's education and see why Alberta's curriculum is producing the best students in the world.

If you have any questions about the content of the andbook, do not hesitate to contact your child's teacher(s).

I wish you and your family a successful and enjoyable school year.



Ron Liepert
Minister of Education

Dear Parents and Guardians:

On behalf of the Catholic Bishops of Alberta, I wish to express my appreciation to the Government of Alberta and Alberta Education for providing you this updated Kindergarten to Grade 12 Curriculum Handbooks for Parents.

You, parents, are the first and primary educators of your children especially with regards to education in the faith. By ensuring that the Gospel is truly lived in the context of your family and in the life of our schools and communities you are a powerful witness for your children. The role of the parents is vital in providing the best possible education for our children.

When you enroll your children in a Catholic school you can be assured of our support in your role. I encourage you to work closely with the school by joining your local school councils or parent groups. You can assist young men and women, boys and girls, to understand themselves as moral persons living the way of Christ through the experience and teaching of the Catholic Church. Be a strong voice for the Catholic identity of our schools. In this way, you will share in the central mission of the Church, which is to proclaim Jesus and his Gospel in the world today and, in so doing, hand on our faith to our children.

We commend Alberta Education for providing these updated Curriculum Handbooks for Parents. They provide a comprehensive presentation of the content and expectations of the Religious Education program approved by the Canadian Conference of Catholic Bishops.

May their use be a source of growth in faith, hope and love in all of our communities throughout Alberta.

Sincerely Yours in Christ,

Bishop Frederick Henry
Diocese of Calgary
Education Liasion, Alberta Conference of Catholic Bishops

Introduction

Web site links for further information are provided throughout the handbook.

Students learn in a variety of environments—in their homes, schools and communities. Parents, teachers and community members form a partnership to assist this learning.

When parents know what children are studying at school, they can provide better home support for their children's learning. The *Curriculum Handbooks for Parents* are designed to assist parents in participating in their child's education by fostering an understanding of what students learn at each grade level.

Finding Information

Parents can find information about the curriculum and learning resources in a number of ways:

- Contact teachers or school administrators.

http://www.education.gov.ab.ca/k_12/curriculum/parent.asp

- **Curriculum Handbooks** contain selected outcomes for each subject area from the Alberta programs of study. They provide a more detailed picture of each year. This Curriculum Handbook is one of a set from Kindergarten to senior high school produced in general and Catholic versions and in French. They are available on the Alberta Education Web site or for purchase from the LRC.

http://www.education.gov.ab.ca/k_12/curriculum/parent.asp

- **Curriculum Summaries** for each grade level provide a brief overview of each year. The summaries are available on the Alberta Education Web site.

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/

- In Alberta, the provincial curriculum is organized into **Programs of Study**. They contain learning outcomes for each subject area from Kindergarten to Grade 12. They are legal documents that outline why the educational program is offered, what students are expected to learn and the basic principles about how students are to achieve the required knowledge, skills and attitudes. School authorities use the **Programs of Study** to ensure that students meet provincial standards of achievement. However, they have flexibility to

decide how to teach the curriculum and the order in which it is taught. They are available on the Alberta Education Web site or for purchase from the LRC.

http://www.education.gov.ab.ca/lrdb

- The Authorized Resources Database on the Alberta Education Web site lists **Alberta authorized student and teacher resources**, most of which are available for purchase from the LRC.

http://www.education.gov.ab.ca

- The **Alberta Education Web site** contains information on learning from the early years to adulthood.

Helping Your Child at Home

Here are some important pointers for you to help your child learn.

- Be positive and encouraging in your approach to learning. It will help your child feel confident and enthusiastic about success.
- Talk to your child about schoolwork and help with homework when you can.
- Help your child set realistic goals and discuss progress in an encouraging way.
- Connect your child's schoolwork with everyday life and use these opportunities for problem solving in everyday situations.
- Keep in touch with teachers about your child's progress, including successes and achievements, not just concerns.

The following resources may help you. Check your child's school for availability.

This resource is available for purchase from the Learning Resources Centre (LRC). Order online at http://www.lrc.education.gov.ab.ca

- *Make School Work for You: A Resource for Junior and Senior High Students Who Want to Be More Successful Learners*—Information on knowing yourself, getting organized, making every class count, test taking, presenting learning, getting along with others and staying motivated.

http://www.education.gov.ab.ca/parents/mathprbk.pdf

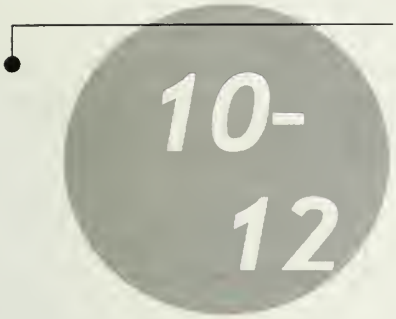
- *Working Together in Mathematics Education*—Ways parents can support student learning in mathematics.

http://www.learnalberta.ca

- *LearnAlberta.ca* Web site—Online multimedia learning resources that directly relate to the Alberta programs of study.

http://www.2learn.ca/

- *TELUS 2Learn* Web site—An education/business partnership that provides Internet in-service, support and information for Alberta teachers, students and parents.



SENIOR HIGH SCHOOL

http://www.education.gov.ab.ca/k_12/testing/default.asp

Overview

The senior high school program is organized into courses of study for each subject area. Each senior high school course is worth a specific number of credits. A credit represents course-specific knowledge, skills and attitudes, and is equal to 25 hours of instruction. Higher numbers of credits indicate that more content is covered and more time is spent on that course. Most courses have a 1-credit, 3-credit or 5-credit value.

Each course has a number, which usually designates the grade level as well as the level of difficulty. Some subjects have course sequences available at different levels of difficulty. Students generally take the prerequisite in a course sequence; e.g., Social Studies 10–20–30. They may also transfer between course sequences; e.g., Social Studies 13–10–20–30. Students earn credits in a course if they earn a final course mark of 50% or higher. Diploma examinations are required in certain 30-level courses.

Many senior high schools offer courses in the semester system. Generally, courses in semester one start in September and finish in January. Semester two starts in February and finishes in June. In this system, a school might schedule a 5-credit course daily and a 3-credit course every other day for one semester. Check with individual senior high schools to find out how different courses are scheduled.

The senior high school program includes required and optional courses. Following are some points to consider when planning a senior high school program.

- Some core courses are designed for different purposes and are available in two or more levels of difficulty.
- It is usually necessary to complete courses in a sequence, so students should determine which courses they wish to graduate with, then work back through the prerequisites.
- Students should make sure that they select optional courses that contribute to their career plans; e.g., post-secondary requirements, employment, and/or further study.

In Grade 10 to Grade 12, students study required courses/programs. They also select from a range of optional courses/programs in keeping with career plans and personal interests.

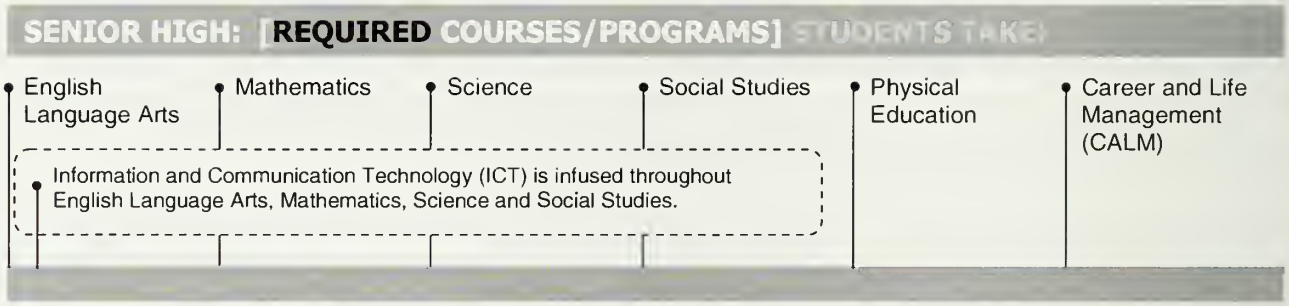
Catholic high schools offer Religious Studies 15–25–35 within all programs. The credits earned from Religious Studies courses may be applied toward an Alberta High School Diploma or a Certificate of Achievement.

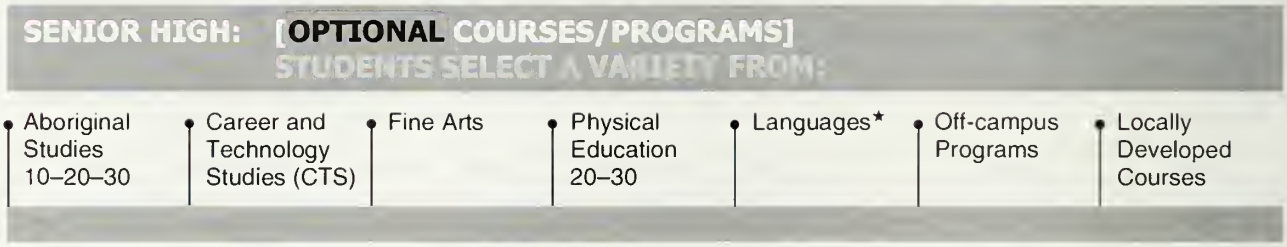
The senior high school Alberta programs of study set out general outcomes or topics that provide an overview of the important learnings students accomplish in each course or program. Specific outcomes are included for each general outcome or topic and state in detail the knowledge, skills and attitudes students are working towards achieving.

This handbook contains:

- the general outcomes or topics for courses/programs
- selected specific outcomes for most courses/programs
- charts for each subject area showing course sequences. Students generally take the prerequisite in a course sequence, although they may transfer between course sequences. Prerequisites in course sequences are shown by solid arrows; recommended transfer routes between course sequences are shown by broken arrows.

The programs of study, which include all the general and specific outcomes, are available on the Alberta Education Web site or from the LRC.


SENIOR HIGH: [REQUIRED COURSES/PROGRAMS] STUDENTS TAKE:
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Career and Life Management (CALM)
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.



★ Students in French immersion programs and bilingual programs in other languages take English language arts as well as language arts in the target language.

New Courses for the 2007–2008 School Year:

- Biology 20
- Chemistry 20
- Cree Language and Culture (Six-year Program)
- Cree Language and Culture (Three-year Program)
- Knowledge and Employability Courses
  - Social Studies 10-4
- Physics 20
- Science 30
- Social Studies 10-1, 10-2

Course Scheduled for Implementation in 2008–2009:

- Biology 30
- Chemistry 30
- French as a Second Language (Nine-year Program)
- French as a Second Language (Three-year Program)
- Knowledge and Employability Courses
  - Mathematics (French)
  - Occupations (French)
  - Science (French)
  - Social Studies 20-4
- Physics 30
- Social Studies 20-1, 20-2

Religious Education

Within the context of Catholic high schools, the program of studies in all of its aspects—content, the teaching process, and the total school environment—reflects the values of faith, hope, charity, forgiveness and justice as found in the gospels and the message of Jesus Christ as understood by the Catholic Church.

In Catholic high schools, there are many opportunities for integrating gospel values and nurturing the presence of God in our midst within the curriculum. Teachers will determine where religious values and church teaching can be integrated within each course.

Religious education is an essential and integral part of the life and culture of a Catholic school. Through it, students are invited to develop the knowledge, beliefs, skills, values and attitudes needed to build a relationship with God and community through the person of Jesus Christ. Religious education shares the same goals and objectives set forth for all good education; that is, the growth and development of the whole person in all his or her dimensions—physical, intellectual, emotional, social and spiritual.

Religious education has four essential characteristics.

It is **Trinitarian**. It recognizes God as the creator of all things who gives us Jesus. It is Jesus who reveals God to us, and in turn reveals God's Spirit, through whom we understand our faith.

It is based on **Sacred Scripture** through which we hear the mystery of God revealed, the call to be in relationship with God and each other, and we learn how to pray.

It is based on the **life experience** of the students through which they are invited to discern signs of God in their daily lives.

It is presented within the tradition of the **Catholic faith community** which, based on Church teachings, sacramental and liturgical life, provides students with experiences of faith, prayer, love and justice.

Religious Studies 15–25–35: Alberta Youth Search for Meaning

This Religious Studies program was written by the Catholic Religious Studies teachers in response to the needs of students in Alberta Catholic high schools today. The program "Alberta Youth Search for Meaning" is approved by the Bishops of Alberta and is in compliance with the teachings of the Catechism of the Catholic Church. The curriculum strives to engage students in the search for meaning through three major themes: belonging, believing and relating. The program further addresses the study of specific topics through four "windows of authenticity": truth, goodness, the spiritual, and religious community.

Religious Studies 15—Christ in Culture

The overall aim of the program is *to assist young persons with the help of the gospel, to participate as Catholics in the shaping of our culture. Christ and Culture* brings Canadian culture into conversation with Christ for young people. It explains the terms and concepts of such a conversation. How can such a conversation between the person of Christ and culture take place? What are the partners in the conversation? What are the ways that we converse? Why is such a conversation helpful? To explore this dialogue, *Christ and Culture* focuses on three key elements:

- the human being—the student who enters into the dialogue
- culture and the things that shape culture in Canada
- the person of Christ as he is present and active among us and in us today in the power of the Holy Spirit.

Religious Studies 25—Believing

Young people search to find answers about themselves, others and God. The beliefs that adolescents hold will greatly influence the choices they make in the future. This course is intended:

- to explore how believing is integral to human living
- to study the Hebrew Scriptures (Old Testament) and Christian Scriptures (New Testament) as the source of our Judeo-Christian faith
- to recognize the importance of Christ's message in the Gospels and how that message challenges us to bring about the reign of God.

Religious Studies 35—In Search of the Good

The aim of *In Search of the Good* is to assist young people to understand themselves as moral persons living the way of Christ through and examination of ethical theories, the revelation of sacred Scripture, and the experience and teaching of the Catholic Church. This aim is grounded in the broader aim of catechesis to foster our students' faith, so that it may be living, conscious and

active as they examine how, as Catholics, they may contribute to the good life with and for others in a just society. The aim of *In Search of the Good* is met through these six units:

- mapping the ethical experience
- guided by the light of Revelation
- discovering the good life
- gifted with freedom
- proclaiming justice and mercy
- building a civilization of love.

Resource-based Program

Teachers will make use of a variety of approved resource books to assist in the delivery of the program. The Program Outline for each grade provides references to specific texts that can be used to teach a particular objective or topic. Throughout the province, variation in student texts will occur, although the course content is consistent in all Catholic high schools. The Catechism of the Catholic Church is a primary resource for teachers and interpreted for students in a manner appropriate to their age and development. Not everything in the Catechism is incorporated, because, as the Catechism itself points out, what is taught must be adapted to the 'differences of culture, age, spiritual maturity, and social and ecclesial conditions among all those to whom it is addressed.' (#24)

Time Allotment

Each component of the (RS 15–25–35) high school program is designed to be taught as either a 3-credit or a 5-credit course, as outlined on pages 39, 60 and 81 of the *Alberta Youth Search for Meaning* May 2006 program.

The Study of Other Religious Traditions

Approval of the high school Religious Studies program is granted by Alberta Education. An essential criterion for approval of locally developed Religious Studies courses is that at least twenty percent of each course addresses issues that extend beyond the specific religious tradition reflected in the program. Since the Catholic tradition is inclusive and respectful of other religious traditions, it is appropriate that a religion program in Catholic schools attend to the religious experience of other major world religions. "Alberta Youth Search for Meaning" addresses the religious traditions other than Catholic in an integrated way.

Assessment and Marking

Religious educators distinguish four different aspects of learning: knowledge of material, critical thinking and interaction with the material, individual acceptance of the material as meaningful, and actual incorporation into one's personal life. Religion teachers strive to achieve all four outcomes, recognizing however, that some lend themselves to evaluation and grading better than others. Teachers will clarify for themselves what it is that they are marking and how they arrive at the grades. They will clearly and explicitly inform the students how they will be graded. Students will be reassured that their grades are not a function of their belief or disbelief, or of their agreement or disagreement with the teacher on controversial questions.

Family Dialogue and Participation

The school, through the Religious Studies program, complements parents in their role as primary and principal educators of their children. At the high school level, home and family continue to play a vitally important role in the faith development of young adults. Within the family, seeds of faith have been planted and continue to be nurtured. Family relationships and daily experiences continue to be major factors in shaping the young adults' values, attitudes and Catholic identity. Regular religious practice and the application of classroom learning to daily life are a critical part of religious formation. The school assists families through a variety of opportunities throughout the years to engage in prayer, liturgy, community service and retreats.

Local Authorization

Each school jurisdiction must locally authorize Religious Studies 15–25–35, in accordance with *Policy 1.2.2—Locally Developed Religious Studies Courses* before they are offered to students.

Completing Senior High School

In Alberta, most students take three years, Grade 10 through Grade 12, to complete their senior high school program. Each year, students have access to 1000 hours of instruction. Students are required to remain in school up to the age of 16.

Students may complete senior high school with an Alberta High School Diploma, a Certificate of Achievement or a Certificate of High School Achievement.

Students are responsible for checking their credit status to ensure that necessary courses and credits will be completed.

Alberta High School Diploma Graduation Requirements

To earn an Alberta High School Diploma, students successfully complete certain courses and earn a minimum of 100 credits. They may however, earn more than 100 credits. Having a full program (timetable) in senior high school allows students to explore a wider variety of courses and develop other interests and abilities that may help them in the future.

Of the 100 credits students need to earn a diploma, approximately 50 credits will be earned through courses in core subjects they are required to take: English language arts, mathematics, science, social studies, physical education and career and life management. Students will choose additional core and/or optional courses needed to earn the remaining credits.

The graduation requirements for the Alberta High School Diploma are outlined on the following chart. The courses listed indicate the minimum level that students are required to complete to earn a diploma. These requirements are set to ensure students graduate from senior high school with a broad education, but they are not always the same requirements as those needed to enter post-secondary institutions. Students should check with the post-secondary institution of their choice to determine the entrance requirements.

The chart* below outlines one way of achieving Alberta High School Diploma Graduation Requirements, in English. Course sequencing and selection will vary for individual students.

ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS (ENGLISH)
The requirements indicated in this chart are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.
100 CREDITS including the following:
ENGLISH LANGUAGE ARTS – 30 LEVEL (English Language Arts 30-1, 30-2)
SOCIAL STUDIES – 30 LEVEL (Social Studies 30 **or** 33)
MATHEMATICS – 20 LEVEL (Pure Mathematics 20, Applied Mathematics 20 **or** Mathematics 24)
SCIENCE – 20 LEVEL (Science 20, Science 24, Biology 20, Chemistry 20 **or** Physics 20)
PHYSICAL EDUCATION 10 (3 CREDITS)
CAREER AND LIFE MANAGEMENT (3 CREDITS)
10 CREDITS IN ANY COMBINATION FROM: • **Career and Technology Studies (CTS)** • **Fine Arts** • **Second Languages** • **Physical Education 20 and/or 30** • **Locally developed/acquired and locally authorized courses in CTS, fine arts, second languages, Knowledge and Employability or IOP** • **Knowledge and Employability or IOP occupational courses** • **Registered Apprenticeship Program**
10 CREDITS IN ANY 30-LEVEL COURSE (IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE) • **These courses may include:** • **35-level Locally developed/acquired and locally authorized courses** • **3000 Series; Advanced Level in Career and Technology Studies Courses** • **35-level Work Experience** • **30-4 level Knowledge and Employability course or 36-level IOP course** • **35-level Registered Apprenticeship Program** • **30-level Green Certificate Specialization**

The complete chart, including footnotes, is available in the *Guide to Education: ECS to Grade 12* at http://www.education.gov.ab.ca/educationguide/guide.asp.

Certificate of High School Achievement

The new Certificate of High School Achievement (Chart 1) requirements outlining the specific eligible courses, the required credits and information on the phasing-in of the new certificate are included in this section. Students enrolling in Grade 10-level Knowledge and Employability courses beginning in September 2006 will work toward meeting the new Certificate of High School Achievement requirements.

Certificate of Achievement

The Certificate of Achievement (Chart 2) can be obtained by students enrolled in Grade 10 to Grade 12 in the Integrated Occupational Program (IOP) as of January 2006.

The Integrated Occupational Program (IOP) is a program of choice that begins in Grade 8, although students may also enter in grades 9, 10 or 11, and continues through Grade 12. Students who successfully complete the IOP earn a **Certificate of Achievement**.

IOP is designed for students whose learning styles, abilities and needs are best met through an integrated, real-life approach to teaching and learning. The courses provide functional and practical, hands-on learning experiences.

Students experiencing success in IOP may transfer to the diploma program. These students must then complete the necessary courses in order to obtain an Alberta High School Diploma. This will vary, depending on the point at which the student transfers.

To qualify for a **Certificate of Achievement**, Integrated Occupational Program students must earn a minimum of 80 credits and meet the requirements.

Certificate of High School Achievement (Chart 1)

PROPOSED REQUIREMENTS FOR A CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT
The requirements indicated in this chart are the minimum requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.
80 CREDITS **including the following:**
ENGLISH LANGUAGE ARTS 20-2 OR 30-4
MATHEMATICS 14 OR 20-4
SCIENCE 14 OR 20-4
SOCIAL STUDIES 13 OR 26
PHYSICAL EDUCATION 10 (3 CREDITS)
CAREER AND LIFE MANAGEMENT (3 CREDITS)
5 CREDITS IN • 30-level Knowledge and Employability Occupational course, or • 30-level Career and Technology Studies (CTS), or • 30-level Locally Developed course with an occupational focus **AND** **5 CREDITS IN** • 30-level Knowledge and Employability Workplace Practicum course, or • 30-level Work Experience course, or • 30-level Green Certificate course
OR
5 CREDITS IN a 30-level Registered Apprenticeship Program (RAP) course

Certificate of Achievement (Chart 2)

Knowledge and Employability courses may be used in lieu of the corresponding IOP courses to meet the requirements of the Certificate of Achievement.

To qualify for a Certificate of Achievement, Integrated Occupational Program students must earn a minimum of 80 credits.

Subject	Minimum Credits	Minimum Course(s)	Eligible Courses and Credits
English Language Arts	8/9	2/3	Eng Lang Arts 16(3) 26(3) 36(3) OR Eng Lang Arts 16(3) 26(3) and 20-2(5) OR Eng Lang Arts 16(3) and 20-2(5)
Social Studies	5/6	1/2	Social Studies 16(3) 26(3) OR Social Studies 13(5) OR Social Studies 16(3) 23(5)
Mathematics	3	1	Mathematics 16(3) OR Mathematics 14(5) OR Mathematics Preparation 10 (3, 5)
Science	3	1	Science 16(3) OR Science 14(5)
Physical Education	3	1	Physical Education 10(3, 4, 5)
Career and Life Management	3	1	CALM (3)
Core Courses	25/27		
Courses selected from the Occupational Clusters • Agribusiness • Business and Office Operations • Construction and Fabrication • Creative Arts • Natural Resources • Personal and Public Services • Tourism and Hospitality • Transportation	40	2 2 1	Occupational courses 16 level – recommended minimum of 10 credits 26 level – recommended minimum of 20 credits 36 level – required minimum of 10 credits
65/67 Specified Credits		13/15 Unspecified Credits	

High School Diplomas, Certificates of Achievement and Transcripts

The Information Services Branch issues the Alberta High School Diploma, the High School Equivalency Diploma or the Certificate of Achievement to students who meet the graduation requirements. A statement of Courses and Marks, containing the entire senior high school record, accompanies the diploma or certificate and is available free to students and schools.

http://www.education.gov.ab.ca/learning/studentservices/transcripts.asp

For a fee, students may request that an Alberta High School Transcript of Achievement be sent to themselves, an employer or a post-secondary institution. Transcripts may be requested electronically, in person or by telephone. The transcript is produced from the student's Alberta Education student record. Courses deemed incomplete for any reason are not reported. It is the responsibility of the student to request an updated transcript when additional courses are completed following initial graduation, or as required.

The **required courses/programs** are the foundation of the senior high school program.

SENIOR HIGH: [REQUIRED COURSES/PROGRAMS] STUDENTS TAKE:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Career and Life Management (CALM)

Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

English Language Arts

View the English language arts subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/english/

View the English language arts digital resources on the LearnAlberta.ca Web site at http://www.learnalberta.ca

There are two basic aims of English language arts (ELA). One aim is to encourage, in students, an understanding and appreciation of the significance and artistry of literature. A second aim is to enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes, with diverse audiences and in a range of situations for communication, personal satisfaction and learning.

As strong language users, students will be able to meet Alberta's graduation requirements and will be prepared for entry into post-secondary studies or the workplace. Senior high school students must be prepared to meet evolving literacy demands in Canada and the international community.

From Kindergarten to Grade 12, students are developing knowledge, skills and attitudes in six language arts: Listening and Speaking; Reading and Writing; Viewing and Representing. They work on the following broad outcomes:

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

- form tentative understandings, interpretations and positions
- experiment with language, image and structure
- consider new perspectives
- express preferences, and expand interests
- set personal goals for language growth

Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.

- discern and analyze context
- understand and interpret content
- engage prior knowledge
- use reference strategies and reference technologies
- relate form, structure and medium to purpose, audience and content
- relate elements, devices and techniques to created effects
- connect self, text, culture and milieu
- evaluate the verisimilitude, appropriateness and significance of print and nonprint texts
- appreciate the effectiveness and artistry of print and nonprint texts

Students will listen, speak, read, write, view and represent to manage ideas and information

- focus on purpose and presentation form
- plan inquiry or research, and identify information needs and sources
- select, record and organize information
- evaluate sources, and assess information
- form generalizations and conclusions
- review inquiry or research process and findings

Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication

- assess text creation context
- consider and address form, structure and medium
- develop content
- use production, publication and presentation strategies and technologies consistent with context
- enhance thought and understanding and support and detail
- enhance organization

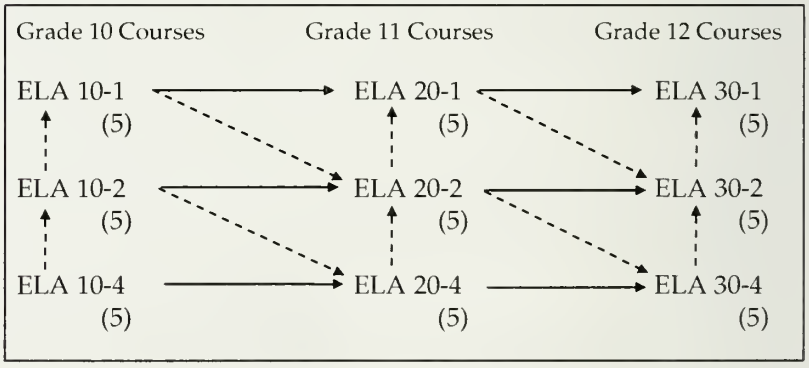
- consider and address matters of choice
- edit text for matters of correctness

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others

- use language and image to show respect and consideration
- appreciate diversity of expression, opinion and perspective
- recognize accomplishments and events
- cooperate with others, and contribute to group processes
- understand and evaluate group processes

Overall, there are three course sequences. English Language Arts 10-1, 20-1, 30-1 and English Language Arts 10-2, 20-2, 30-2. English Language Arts 10-4, 20-4, 30-4 is offered in schools with Knowledge and Employability courses.

Students generally take the prerequisite in a course sequence; e.g., English Language Arts 10-1, 20-1, 30-1. This route is designated by solid arrows (——→). However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows (- - - →). The following course sequences exist for senior high school students:



In Catholic schools, the students are invited to look further and develop a more coherent understanding of what language means as both a Christian event and a human event. Facility with language provides us with the ability to express ourselves and our faith in words, and to communicate, listen, and enter into dialogue and true relationships with others. Higher-level thinking skills of inquiring, reasoning and reporting are recognized as particular gifts from God, bringing with them special responsibilities to use such talents for the good of the community.

English Language Arts 10-1, 10-2, 20-1, 20-2, 30-1, 30-2 (5 credits each)

At the senior high school level, both course sequences:

- maintain high standards to meet graduation requirements
- require that students write a diploma examination upon completion of the Grade 12 level courses
- feature the six language arts—listening, speaking, reading, writing, viewing and representing
- encourage student metacognition, student self-assessment, and student collaboration and teamwork
- emphasize correct and effective communication in a variety of formats, including communication for pragmatic purposes
- require that one third of the texts studied are authored by Canadians
- connect with some of the information and communication technology outcomes
- emphasize career development directions
- emphasize the importance of context, including purpose, audience and situation, in the student's creation and comprehension of text
- emphasize a definition of "text" that includes oral, print, visual and multimedia forms
- require students to apply inquiry and research skills
- can be used toward the application of the Alexander Rutherford Scholarships for High School Achievement (effective January 2004).

There are, however, important differences between the two course sequences. In general, differences between the two course sequences correspond to differences in student needs, interests and aspirations.

For example, the ELA 10-1, 20-1, 30-1 course sequence provides an opportunity to study texts with an increased emphasis on critical analysis. Texts studied are often "literary" in nature and relate to cultural and societal issues. These courses are designed for students who aspire to careers that require a broader application of skill to a generalized level.

The ELA 10-2, 20-2, 30-2 course sequence provides for the study of texts at a variety of levels of sophistication to meet the needs of students who are more diverse in terms of aspirations and abilities. Texts studied often have specific applications to careers or daily living. The courses focus on developing effective communication strategies and supporting students in enhancing their skills for text study and text creation.

Both ELA 30-1 and 30-2 serve as prerequisites for a senior high school diploma; however, not all post-secondary institutions accept ELA 30-2 for entry. In general, students who plan to attend a post-secondary institution need to familiarize themselves with the entry requirements of the institution and the program they plan to enter.

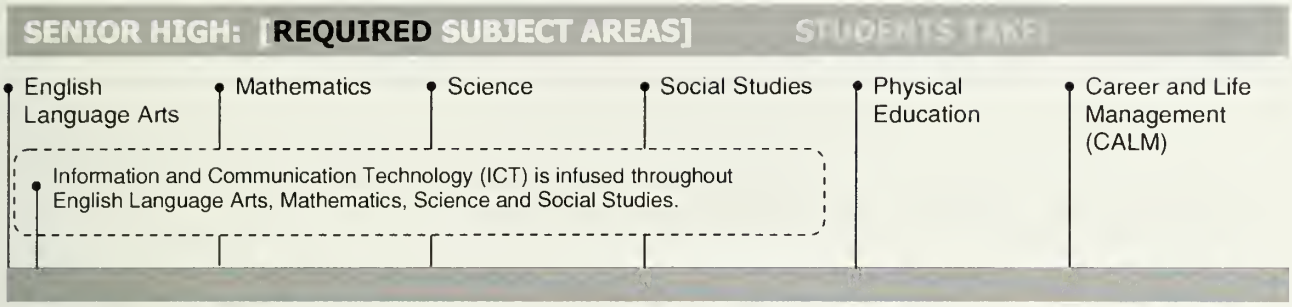
Completion of English Language Arts 30-1 or 30-2 requires the writing of a provincial diploma examination.

English Language Arts 10-4, 20-4, 30-4 (5 credits each)—Knowledge and Employability

This program is designed for students who have experienced difficulty with English language arts in the regular program and focuses on the need of the learner to experience success. It assists students in meeting the credit and course requirements of the Certificate of High School Achievement and parallels materials covered in the previous two programs. Students are provided with opportunities to practise functional communication skills for lifelong application. Students should be able to:

- read for a specific, concrete purpose; e.g., follow directions in the completion of a project
- write for clear, practical communication; e.g., a résumé and covering letter
- speak clearly and confidently; e.g., interviewing skills
- view visual communication with evident understanding of the message; e.g., recognizing main ideas in a film
- engage in active listening; e.g., participate appropriately in a discussion.

It is intended that students should be able to successfully apply their English language arts skills, concepts and attitudes to other subject areas.


SENIOR HIGH: [REQUIRED SUBJECT AREAS]
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Career and Life Management (CALM)
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

Mathematics

View the mathematics subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/math/

View mathematics digital resources on the LearnAlberta.ca Web site at http://www.learnalberta.ca

The aim of mathematics education is to prepare students to:

- communicate and reason mathematically
- use estimation and mental mathematics, where appropriate
- reason and justify their thinking
- select and use appropriate technologies as tools to solve problems
- connect mathematical ideas to other concepts in mathematics, everyday experiences and to other subjects
- appreciate and value mathematics as an integral component of society.

Mathematical skills are recognized in Catholic schools as valuable and necessary tools that serve both personal growth and the world order. Applied to the Christian vocation to build a world of integrity, justice and dignity for all, abstract mathematical skills serve to make it possible for us to better understand our present reality, make responsible choices regarding the future, and perceive the impact of our behaviour and decisions on ourselves, others and the world. Mathematics reflects the genius of the mathematicians who, through the centuries, have developed this largely abstract science. The product of these minds is also a reflection of the glory of God fully alive, in not only the mathematicians but in those who learn from them.

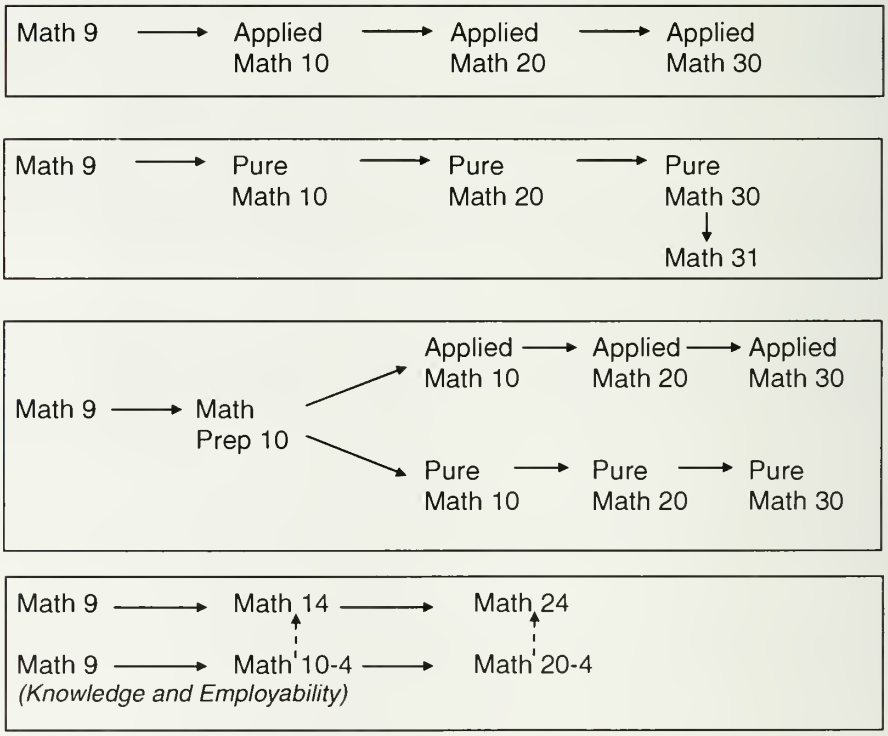
Senior high school students can choose from several mathematics course sequences depending on their preferred learning style and career goals. Applied mathematics emphasizes the application of mathematics and the use of numerical and geometric approaches to solve problems. Pure mathematics emphasizes mathematical theory and the use of algebra and graphing to solve problems. Mathematics 14–24 is designed for students who wish to meet the

minimum mathematics requirements for a senior high school diploma. Mathematics Preparation 10 is designed for students who have not met the requirements of junior high school mathematics but desire to take applied or pure mathematics.

Mathematics 10-4, 20-4 is a course sequence of the Knowledge and Employability courses, which leads to a Certificate of High School Achievement.

Mathematics Programs for Students Entering Senior High School

Students entering senior high school choose programs based on how well they achieved in Grade 9 Mathematics, their interests, career aspirations and post-secondary choices. Students generally take the prerequisite in a course sequence; e.g., Applied Mathematics 10–20–30. This route is designated by solid arrows (⟶). However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows (- - - ⟶). The following program sequences exist for students entering senior high school.



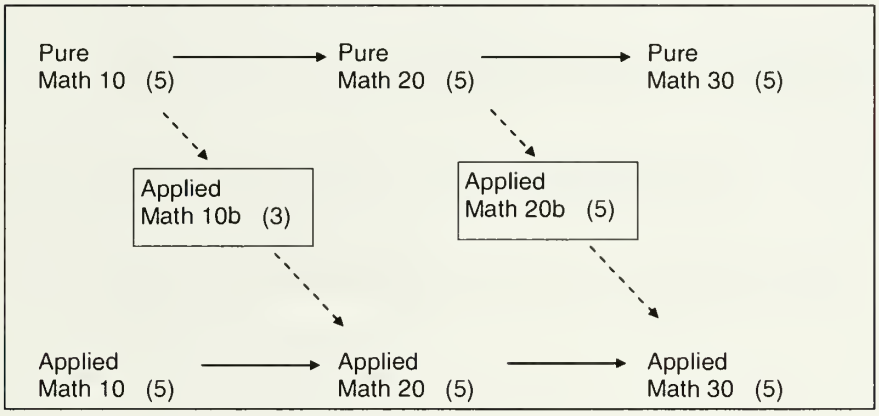
http://www.alis.gov.ab.ca

Each post-secondary institution has its own entrance requirements that may change at any time. Information about post-secondary institutions can be found through the Alberta Learning Information Service (ALIS) Web site.

Students considering post-secondary studies should contact their guidance counsellor before choosing mathematics courses.

Transferring from Pure to Applied

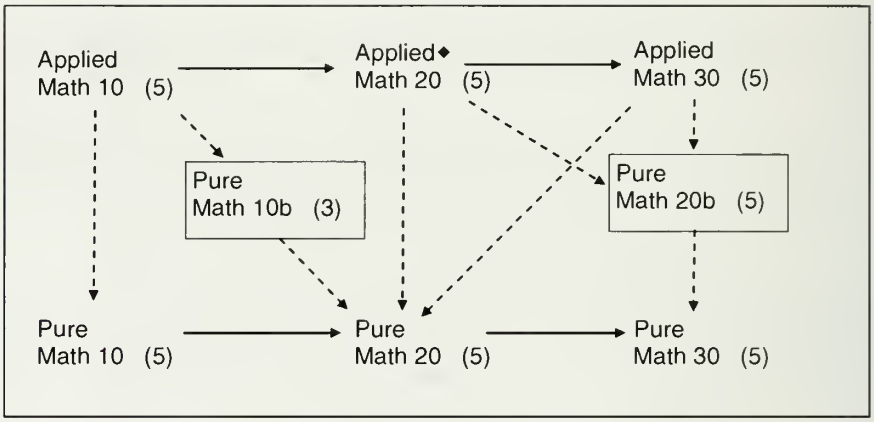
Students who complete Pure Mathematics can transfer to the Applied Mathematics program sequence at the next level. For example, students who complete Pure Mathematics 10 can transfer to Applied Mathematics 20.


Pure Math 10 (5)
Pure Math 20 (5)
Pure Math 30 (5)
Applied Math 10b (3)
Applied Math 20b (5)
Applied Math 10 (5)
Applied Math 20 (5)
Applied Math 30 (5)

Note: Although the recommended transfers from pure mathematics to applied mathematics are through the bridging courses, in some cases, students may move from the lower level of pure mathematics to the next level of applied mathematics serving the student's best interests.

Transferring from Applied to Pure

Students who complete Applied Mathematics are recommended to move into the Pure Mathematics program at the same level. Students who pass Applied Mathematics 20 may transfer to Pure Mathematics 20. (The student needs to have a mark of 75% or better.)



A mark of 75% or greater in Applied Mathematics 20 is recommended for students transferring to Pure Mathematics 20.

Applied Mathematics 10–20–30 and Pure Mathematics 10–20–30 (5 credits each)

These courses are based on two parallel program sequences, one in Applied Mathematics and one in Pure Mathematics, with some material common to both sequences. In Applied Mathematics 10–20–30, emphasis is placed on applications of mathematics rather than on precise mathematical theory. The approaches used are primarily numerical and geometrical; algebraic and graphical methods are used when the contexts require them. In Pure Mathematics 10–20–30, emphasis is placed on mathematical theory. The approaches used are primarily algebraic and graphical; computational methods are used when the contexts require them.

Applied Mathematics 10/Pure Mathematics 10 (5 credits each)

Students in **Applied Mathematics 10 and Pure Mathematics 10** study:

- spreadsheets for number tables and patterns
- line segments and straight line graphs
- scales, triangles and statistical surveys.

Students in **Applied Mathematics 10** study:

- data tables and trends
- imperial and metric measurement.

Students in **Pure Mathematics 10** study:

- operations on exponents, polynomials and rational expressions
- irrational numbers and growth patterns.

Applied Mathematics 10b/Pure Mathematics 10b (3 credits each)

Students in **Applied Mathematics 10b** study those topics required to transition from **Pure Mathematics 10** to **Applied Mathematics 20**.

Students in **Pure Mathematics 10b** study those topics required to transition from **Applied Mathematics 10** to **Pure Mathematics 20**.

Applied Mathematics 20/Pure Mathematics 20 (5 credits each)

Students in **Applied Mathematics 20 and Pure Mathematics 20** study:

- financial and consumer mathematics
- quadratic functions
- geometry of the circle.

Students in **Applied Mathematics 20** study:

- design and layout
- data presentation and inference
- inequalities and linear programming.

Students in **Pure Mathematics 20** study:

- solutions to nonlinear equations and linear systems
- operations on functions, including polynomial functions
- mathematical reasoning and proof.

Applied Mathematics 20b/Pure Mathematics 20b (5 credits each)

Students in **Applied Mathematics 20b** study those topics required to transition from **Pure Mathematics 20** to **Applied Mathematics 30**.

Students in **Pure Mathematics 20b** study those topics required to transition from **Applied Mathematics 20** to **Pure Mathematics 30**.

Applied Mathematics 30/Pure Mathematics 30 (5 credits each)

Students in **Applied Mathematics 30 and Pure Mathematics 30** study:

- statistics of the normal curve.

Students in **Applied Mathematics 30** study:

- vectors and matrices
- sinusoidal models
- financial analysis
- process design and costing.

Students in **Pure Mathematics 30** study:

- algebraic transformations
- permutations, combinations and probability
- circular functions
- exponential and logarithmic functions
- conic sections.

Completion of Applied Mathematics 30 or Pure Mathematics 30 requires the writing of a provincial diploma examination.

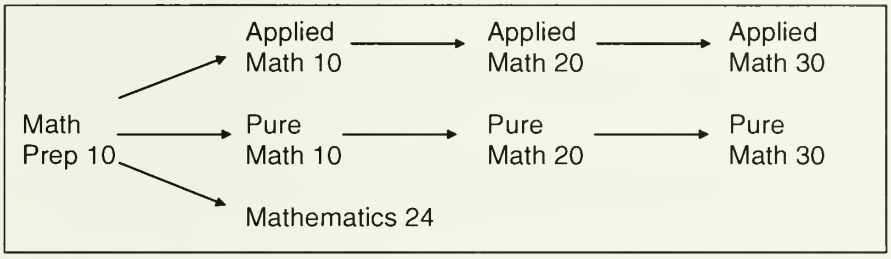
Mathematics Preparation 10 (3 or 5 credits)

This course is designed for students who have not experienced success in Grade 9 mathematics. Mathematics Preparation 10 leads to both the applied and pure mathematics sequences and may be offered for 3 or 5 credits. The content is based on the general outcomes for Grade 9 mathematics, with flexibility for also addressing Grade 7 and Grade 8 outcomes, based on student need.

Students in Mathematics Preparation 10 study the following topics:

- algebra
- proportion, ratio and per cent
- fractions
- problem solving
- number skills
- use of technology.

Students who successfully complete Mathematics Preparation 10 may enter into Applied Mathematics 10, Pure Mathematics 10 or Mathematics 24.



Mathematics 31 (5 credits)

This is a highly advanced course designed for students entering post-secondary programs that recommend or stipulate calculus as an entrance requirement. It is desirable that students complete Pure Mathematics 30 before taking Mathematics 31. In some circumstances, students may take Pure Mathematics 30 and Mathematics 31 in the same semester. The Mathematics 31 curriculum is comprised of the following required components and their related outcomes:

- precalculus and limits
- derivatives and derivative theorems
- applications of derivatives
- integrals, integral theorems and integral applications.

At least one of the following elective components is included in the Mathematics 31 curriculum:

- calculus of exponential and logarithmic functions
- numerical methods
- volumes of revolution

- applications of calculus to physical sciences and engineering
- applications of calculus to biological sciences
- applications of calculus to business and economics
- calculus theorems
- further methods of integration.

View mathematics digital resources on the LearnAlberta.ca Web site at http://www.learnalberta.ca.

Mathematics 14–24 (5 credits each)

This sequence is designed for students whose needs, interests and abilities focus on basic mathematical understanding. The emphasis is on the acquisition of practical life skills, and students are provided with opportunities to improve their skills in working with mathematics.

The mathematics outcomes for both courses are organized into:

- problem solving
- numeration
- geometry
- measurement.

Students in Mathematics 14 also study:

- ratio and proportion
- statistics and probability
- algebra and graphing.

Students in Mathematics 24 apply mathematics in the contexts of:

- work
- banking
- transportation
- accommodation
- cost of independence.

Mathematics 10-4, 20-4 (5 credits each)—Knowledge and Employability

The Knowledge and Employability Mathematics courses are designed to assist students in developing the essential concepts, skills and attitudes of mathematics that are required for responsible participation in the home, the school, the workplace and the community.

The mathematics outcomes for both courses are organized into:

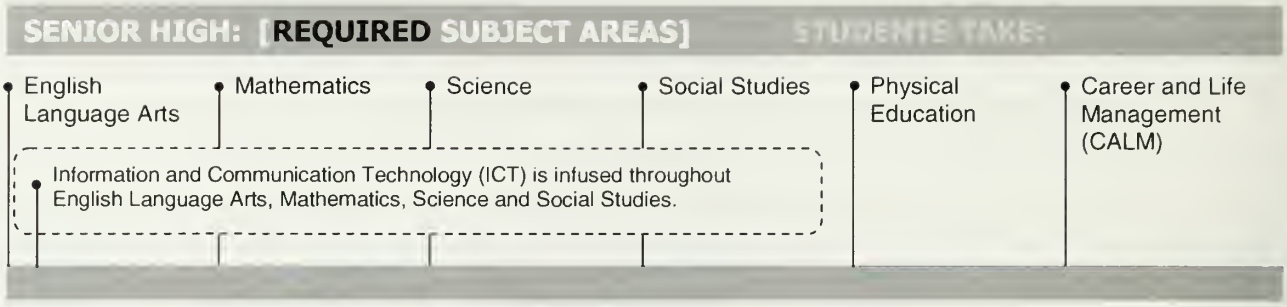
- **Number**
  Number Concepts and Operations
- **Shape and Space**
  Measurement
  3-D Objects and 2-D Shapes
- **Patterns and Relations**
  Patterns and Relationships
- **Statistics and Probability**
  Collecting and Analyzing Information

Students also study:

- ratio and proportion
- statistics and probability
- variables and equations.

Students in Mathematics 10-4 and 20-4 will develop the following mathematic competencies in the context of solving everyday problems. Students will:

- identify the problem and select and apply appropriate problem-solving strategies, mathematical operations and tools
- estimate and calculate solutions accurately
- evaluate the process, result and personal/group performance
- develop teamwork skills and use appropriate vocabulary to reason and communicate mathematically
- apply mathematical literacy to everyday situations.


SENIOR HIGH: [REQUIRED SUBJECT AREAS]
STUDENTS TAKE:
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Career and Life Management (CALM)
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

Science

View the science subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/science/

View science digital resources on the LearnAlberta.ca Web site at http://www.learnalberta.ca

The aim of the senior high school science program is to help students attain the scientific awareness needed to be effective members of society. The components included are attitudes, scientific knowledge, mathematical/laboratory skills, critical thinking skills, and connections to science, technology and society. Students are expected to be able to operate in the framework of scientific inquiry as they develop their problem-solving abilities and use technology appropriately.

Within the context of the Catholic high school every effort is made to help the students explore the relationship between science, technology, society and our responsibility to act justly and work toward a more loving society. By emphasizing the need for balance between scientific thought and a concern for humanity, students are encouraged to reflect on the role they play in helping create the peaceful and loving society envisioned by Christ. In this context issues related to morals, ethics, stewardship, responsible choices for the enhancement of life and respect for creation, are integrated into the science curriculum.

Learning opportunities are made meaningful so students can relate science to their lives in and out of the classroom. This encourages an interest in science as a lifelong learning experience.

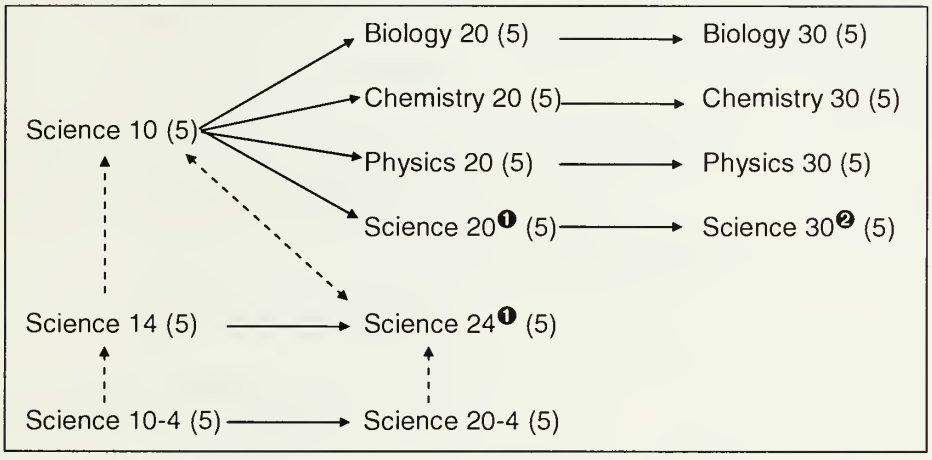
The program consists of many courses. Students have several choices depending on their interests, abilities and future goals, as shown in the following prerequisites chart. Students generally take the prerequisite in a course sequence; e.g., Science 10, Biology 20–30. This route is designated by solid arrows (⟶). However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows (- - - →).

These courses lead to an Alberta High School Diploma:

- Science 10 — Academic Integrated Science
- Biology 20–30 — Academic Specialty Science
- Chemistry 20–30 — Academic Specialty Science
- Physics 20–30 — Academic Specialty Science
- Science 20–30 — Academic Integrated Science
- Science 14–24 — General Science

These courses lead to a Certificate of High School Achievement:

- Science 10-4, 20-4 — Knowledge and Employability Science



☎ Although the recommended transfer point from Science 24 is to Science 10, in exceptional cases, students may move from Science 24 to 20-level courses serving the student's best interests.

☎ Students who have passed Biology 20, Chemistry 20, Physics 20 or Science 20 (50% or greater) may enroll in Science 30.

All senior high school science courses are centred around general learner expectations for:

- attitudes: relating to interest in science, mutual respect, scientific inquiry, collaboration, stewardship and safety
- knowledge: understanding of the fundamental concepts of science
- skills: scientific inquiry and appropriate use of technology
- science, technology and society (STS) connections: how scientific knowledge develops, solving problems and making choices.

Components of the science program involve understanding the methods by which scientific knowledge is developed and issues in society that arise from scientific discovery and technological application. Some material covered in the programs of study and assessed on the diploma examinations requires students to apply scientific knowledge to contexts involving the nature of science and its impact on society. Biology 20–30 and units of Science

10–20–30, for instance, may include dissection (actual or simulated) and information gained through animal experimentation. Students, together with their parents/guardians, may want to review the content of various science programs before making a final choice regarding the courses in which the student will participate.

Science 10 (5 credits)

This academic course provides students with a unified view of the biological, chemical, physical and earth sciences and an awareness of the connections among them. **Science 10 is the prerequisite for all the academic sciences.**

The four topics covered are:

- Energy and Matter in Chemical Change
- Energy Flow in Technological Systems
- Cycling of Matter in Living Systems
- Energy Flow in Global Systems.

Biology 20–30

This academic program explores the interactions of living systems with one another and with their environment.

A new Biology 20 program is being implemented for mandatory use this school year. The new program emphasizes the context of science by considering the interrelationships among science, technology and society. In Biology 20, the underlying theme is energy and matter exchange. In Biology 30, the emphasis is on adaptation and change.

Biology 20 (5 credits)

The four topics covered are:

- Energy and Matter Exchange in the Biosphere
- Ecosystems and Population Change
- Photosynthesis and Cellular Respiration
- Human Systems.

Biology 30 (5 credits)

The four topics covered are:

- Systems Regulating Change in Human Organisms
- Reproduction and Development
- Cells, Chromosomes and DNA
- Change in Populations and Communities.

Completion of Biology 30 requires the writing of a provincial diploma examination.

Chemistry 20–30

This academic program is designed to study matter and its changes.

A new Chemistry 20 program is being implemented for mandatory use this school year. The new program emphasizes the context of science by considering the interrelationships among science, technology and society. Students, through the study of Chemistry 20–30, are given an opportunity to explore and understand the natural world and to become aware of the profound influence of chemistry on their lives.

Chemistry 20 **(5 credits)**
The four topics covered are:

- The Diversity of Matter and Chemical Bonding
- Forms of Matter: Gases
- Matter as Solutions, Acids and Bases
- Quantitative Relationships in Chemical Changes.

Chemistry 30 **(5 credits)**
The three topics covered are:

- Thermochemical Changes
- Electrochemical Changes
- Equilibrium, Acids and Bases in Chemical Changes.

Completion of Chemistry 30 requires the writing of a provincial diploma examination.

Physics 20–30

This academic program is designed to study matter and energy and their interactions.

A new Physics 20 program is being implemented for mandatory use this school year. The new program emphasizes the context of science by considering the interrelationship among science, technology and society. Physics 20–30 helps students understand the physics principles behind the natural events they experience and the technology they use in their daily lives.

Physics 20 **(5 credits)**
The four topics covered are:

- Kinematics
- Dynamics
- Circular Motion, Work and Energy
- Oscillatory Motion and Mechanical Waves.

Physics 30 **(5 credits)**
The four topics covered are:

- Conservation Laws
- Electric Forces and Fields
- Magnetic Forces and Fields
- Nature of Matter.

Completion of Physics 30 requires the writing of a provincial diploma examination.

Science 20–30

This academic program is designed for the student who is interested in science but does not require specific courses in biology, chemistry or physics for post-secondary education. This program integrates concepts related to physical, biological and Earth sciences.

A new Science 30 program is being implemented for mandatory use this school year. The new program emphasizes the context of science by considering the interrelationships among science, technology and society.

Science 20 **(5 credits)**
The four topics covered are:

- Chemical Changes
- Changes in Motion
- The Changing Earth
- Changes in Living Systems.

Science 30 **(5 credits)**
The four topics covered are:

- Living Systems Respond to their Environment
- Chemistry and the Environment
- Electromagnetic Energy
- Energy and the Environment.

Completion of Science 30 requires the writing of a provincial diploma examination.

Science 14–24

This general program allows students to meet the credit requirements in science for an Alberta High School Diploma and also provides opportunities for transfer into the academic program. The focus is on helping students understand the scientific principles behind the natural events they experience and the technology they use in their lives.

Science 14 **(5 credits)**
The four topics covered are:

- Investigating Properties of Matter
- Understanding Energy Transfer Technologies
- Investigating Matter and Energy in Living Systems
- Investigating Matter and Energy in the Environment.

Science 24 **(5 credits)**
The four topics covered are:

- Applications of Matter and Chemical Change
- Understanding Common Energy Conversion Systems
- Disease Defence and Human Health
- Motion, Change and Transportation Safety.

Science 10-4/20-4 Knowledge and Employability Courses

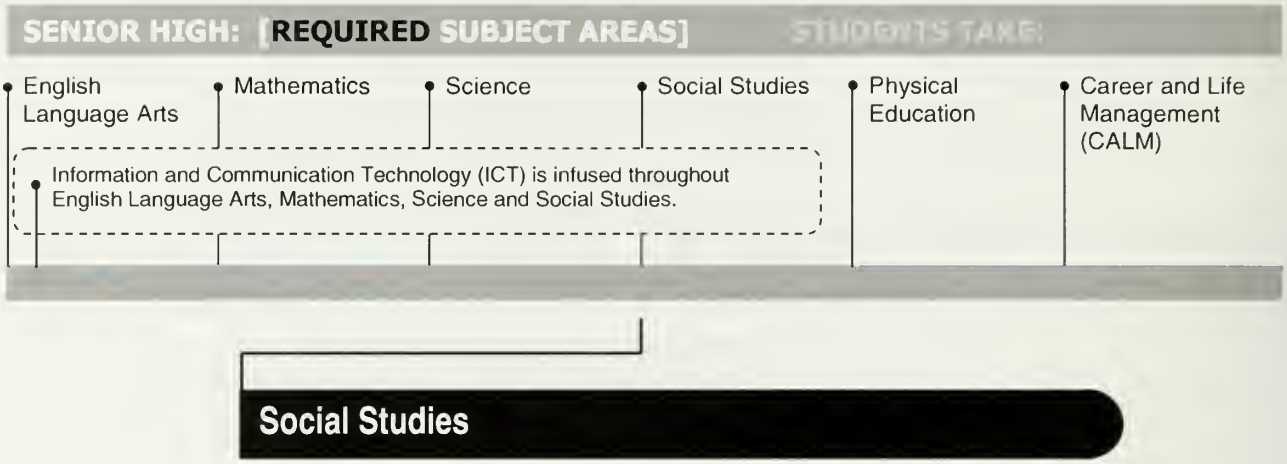
Knowledge and Employability Science focuses on developing and applying essential science skills, knowledge and attitudes needed for everyday living. Knowledge and Employability courses meet the science requirements for the Certificate of High School Achievement. They are designed to enable students to develop entry-level occupational competencies and to encourage lifelong learning. Each of the four themes provides hands-on learning experiences.

Science 10-4 **(5 credits)**
The four topics covered are:

- Investigating Properties of Matter
- Understanding Energy Transfer Technologies
- Investigating Matter and Energy in Living Systems
- Investigating Matter and Energy in Environmental Systems.

Science 20-4 **(5 credits)**
The four topics covered are:

- Applications of Matter and Chemical Change
- Understanding Common Energy Conversion Systems
- Disease Defence and Human Health
- Motion, Change and Transportation Safety.


SENIOR HIGH: [REQUIRED SUBJECT AREAS]
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Career and Life Management (CALM)
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

Social Studies

View the social studies subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/social/

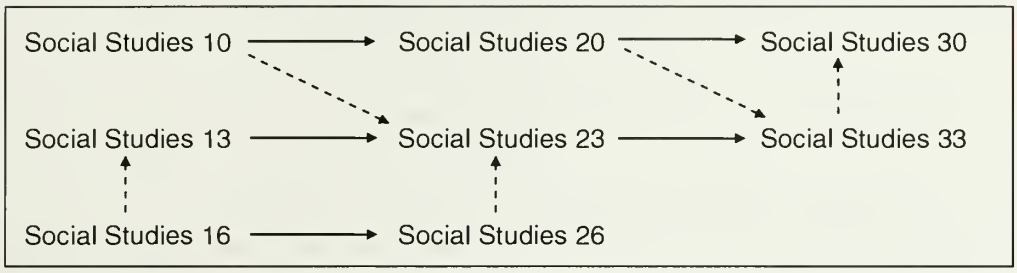
View social studies digital resources on the LearnAlberta.ca Web site at http://www.learnalberta.ca

Alberta Education is in the process of implementing a revised social studies program for K–12 in Alberta. In September 2007, a revised Grade 10 social studies program will be implemented in Alberta schools. This process began in 2005 with grades K–3 followed by grades 4 and 7 in 2006. The remaining schedule is as follows: grades 5, 8 and 10 in 2007; grades 6, 9 (optional) and 11 in 2008; and grades 6, 9 and 12 in 2009.

The aim of the revised social studies program is to promote a sense of belonging and acceptance in students as they engage in active and responsible citizenship. At the heart of Alberta's revised social studies program are the concepts of citizenship and identity in the Canadian context. It also includes multiple perspectives, including Aboriginal and Francophone that contribute to Canada's identity. The revised program also has a greater focus on Canadian and Alberta history.

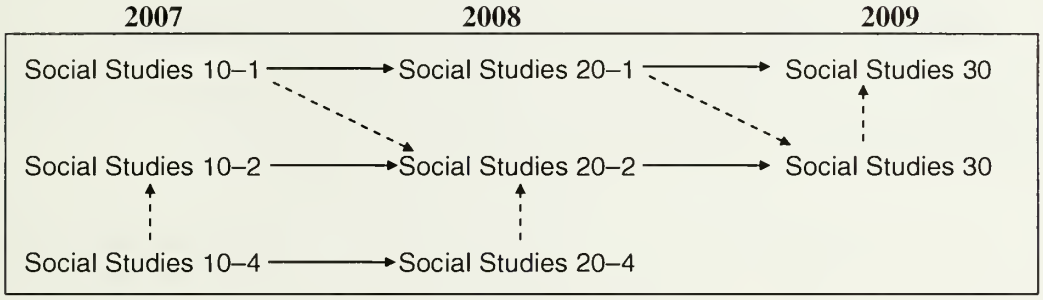
The integration of the social studies curriculum and the Church's social teachings is central to a Catholic student's education. In Catholic schools, social studies encompass a view of the person and society as perceived through the eyes of Christ and His Church. The Church's teachings present the individual as a unique creature of God, living ideally in caring and loving relationships with oneself, others and God. It is recognized that with the gift of free will, individual and communal choices are made. In many instances our choices help build a better world, but in many other circumstances they lead to a breakdown in relationships, sometimes on a catastrophic scale. Education and formation within the Catholic school strives to help students make responsible choices that will help shape our world and society in the likeness of the Kingdom of God.

Old Program



Note: Social Studies 30 and Social Studies 33 may be taken in the same semester. If this occurs, it is the responsibility of the student to ensure that appropriate arrangements are made to write both diploma examinations.

Implementation Date



Note: Course numbering will change in the year of implementation. Social Studies 30-1 and 30-2 may be taken in the same semester. If this occurs, it is the responsibility of the student to ensure that appropriate arrangements are made to write both diploma examinations.

There are three programs in the social studies curriculum. Students generally take the prerequisite in a course sequence; e.g., Social Studies 13–23–33. This route is designated by solid arrows (⟶). However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows (- - - -▸).

In order to accommodate students with a wide range of abilities, needs, interests and aspirations, two course sequences have been developed for this program: Social Studies 10–20–30 (10–1, 20–1, 30–1 revised program) and Social Studies 13–23–33 (10–2, 20–2, 30–2 revised program). Although the content, skills and attitudes are similar for these two sequences, the expectations for Social Studies 10–20–30 are more challenging, particularly in the depth of concept development, the level of critical thinking, and issues-focused skill development. The nature of the approved student resources differs for each sequence.

Social Studies 10–4 and 20–4 have been developed within the Knowledge and Employability courses to address the needs of students who learn best through concrete, real-life experiences.

Social Studies 10–1, 20–1, 30–1 (5 credits each)

Social Studies 10-1: Perspectives on Globalization
Students will explore multiple perspectives on the origins of globalization and the local, national and international impacts of globalization on lands, cultures, economies, human rights and quality of life. Students will examine the relationships among globalization, citizenship and identity to enhance skills for citizenship in a globalizing world. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and throughout the world, including the impact on Aboriginal and Francophone communities.

Issues that students in 10–1 will explore and address include:

- To what extent should we embrace globalization?
- To what extent should globalization shape identity?
- To what extent should contemporary society respond to the legacies of historical globalization?
- To what extent does globalization contribute to sustainable prosperity for all people?
- To what extent should I, as a citizen, respond to globalization?

Social Studies 20: The Growth of the Global Perspective
Students examine how the modern world has been influenced by major ideas and forces that have emerged from nineteenth century experience and how economic growth and development have led to increased global interdependence. This course illustrates why a responsible global citizen needs to be aware of the effect history and economic growth have on the interaction of nations. This includes an examination of:

- nationalism
- imperialism
- diversity
- interdependence
- quality of life
- industrialization
- international rivalries and conflict
- disparity
- economic development
- alternative futures.

Note: This course will be replaced by the revised Social Studies 20–1 in 2008.

Social Studies 30: The Contemporary World
Students are given an opportunity to acquire an understanding of world political and economic systems, the roles of individuals and groups within these systems, and how these systems have struck a balance between collective good and individual interest. Upon completion of the program, students are expected to be able to understand consequences and alternative choices in twentieth century global interactions since the First World War. This includes an examination of:

- twentieth century global interactions
- motive, consequences and alternative choices
- political and economic systems.

Note: This course will be replaced by the revised Social Studies 30–1 in 2009.

Completion of Social Studies 30 requires the writing of a provincial diploma examination.

Social Studies 10–2, 20–2, 30–2 (5 credits each)

Social Studies 10–2: Living in a Globalizing World
Students will explore historical aspects of globalization as well as the effects of globalization on lands, cultures, human rights and quality of life. Students will explore the relationships among globalization, citizenship and identity. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and other locations, including the impact on Aboriginal and Francophone communities. Students will develop skills to respond to issues emerging in an increasingly globalized world.

Issues that students in 10–2 will explore and address include:

- Should globalization shape identity?
- Should people in Canada respond to the legacies of historical globalization?
- Does globalization contribute to sustainable prosperity for all people?
- Should I, as a citizen, respond to globalization?

Social Studies 23: The Growth of the Global Perspective
Students are presented with the opportunity to understand the impact of new ideas and changes, past and present, on society. Students recognize the diversity and interrelatedness of the world. This includes an examination of:

- nationalism
- egalitarianism
- interdependence
- disparity
- economic development
- industrialization
- quality of life
- diversity
- alternative futures.

Note: This course will be replaced by the revised Social Studies 20–2 in 2008.

Social Studies 33: The Contemporary World
Students are given an opportunity to acquire an understanding of major political and economic ideas and systems so they can participate as effective and responsible citizens.

Upon completion of the program, students are expected to be able to understand and appreciate how nations have sought to protect and promote their national interests; how individuals and groups contribute to, and are affected by, global interactions; and how these interactions have consequences for their lives and the global community. This includes an examination of:

- political and economic systems
- global interactions in the twentieth century.

Note: This course will be replaced by the revised Social Studies 30–2 in 2009.

Completion of Social Studies 33 requires the writing of a provincial diploma examination.

Knowledge and Employability Courses
Social Studies 10-4
(5 credits)

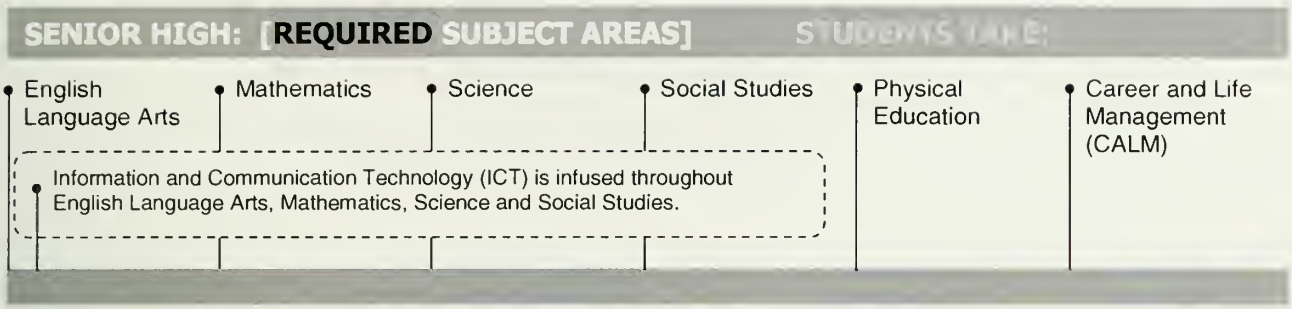
Students will examine globalization, the process by which the world is becoming increasingly connected and interdependent. They will explore historical aspects of globalization, as well as the effects of globalization on lands, cultures, human rights and quality of life. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and other locations, including the impact on Aboriginal and Francophone communities. Students will develop skills to respond to issues emerging in a globalizing world, with particular emphasis on local environments and situations. Issues that students in Social Studies 10-4 will explore and address include:

- Should globalization shape identity?
- Should people in Canada respond to the consequences of historical globalization?
- Does globalization contribute to sustainable prosperity for all people?
- How should I, as a citizen, respond to globalization?

Social Studies 26
(5 credits) Integrated Occupational Program

Students gain an understanding of their personal, regional and Canadian identities and how these relate to each other. Students also examine the influence of the global community on Canada and on individual Canadians, and the trends that may influence individual career choices. This includes an examination of:

- Canadian community
- Canadian identity
- historical development
- international involvement
- influences on employment opportunities
- Canadian diversity
- cultural interaction
- Canadian security
- employment opportunities
- community partnerships.


SENIOR HIGH: [REQUIRED SUBJECT AREAS]
STUDENTS TAKE:
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Career and Life Management (CALM)
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

Information and Communication Technology (ICT)

View the information and communication technology subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/ict/

View CTS digital resources on the LearnAlberta.ca Web site at http://www.learnalberta.ca.

Students learn how to use and apply a variety of information and communication technologies; the nature of technology and the importance of technology in daily life. ICT is learned most effectively in the context of subject areas such as language arts, mathematics, science and social studies. The ICT curriculum is not intended to be taught as a stand-alone course but rather to be infused within the teaching of other programs of study.

The ICT Program of Studies is organized by division. The following is a sample of the Division 4 learning outcomes that students are expected to meet by the end of Grade 12.

Communicating, Inquiring, Decision Making and Problem Solving

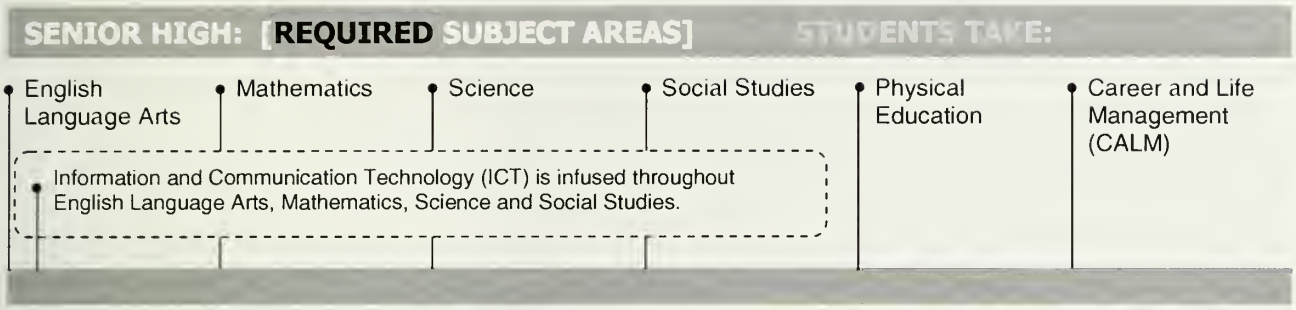
- plan and perform complex searches using more than one electronic source
- assess the authority, reliability and validity of electronically accessed information

Foundational Operations, Knowledge and Concepts

- respect ownership and integrity of information
- identify and analyze a variety of factors that affect the authenticity of information derived from mass media and electronic communication

Processes for Productivity

- manipulate and present data through the selection of appropriate tools, such as scientific instrumentation, calculators, databases and/or spreadsheets
- select and use, independently, multimedia capabilities for presentations in various subject areas


SENIOR HIGH: [REQUIRED SUBJECT AREAS]
STUDENTS TAKE:
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Career and Life Management (CALM)
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

Physical Education 10 (3, 4 or 5 credits)

View the physical education subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/physed/

The aim of the K–12 physical education program is to enable students to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. Students participate in a variety of physical activities: dance, games, types of gymnastics, individual activities and activities in alternative environments, such as aquatics and outdoor pursuits. All learning outcomes are to be met through physical activity as a strategy for managing life challenges and fostering a desire in students to participate in lifelong physical activity.

Within the Catholic high school, some of the values integrated into the physical education program include recognizing the dignity of each person as evident in their unique gifts and talents, community building, cooperation and shared responsibility, respect and care for the body.

General Outcome A: Activity

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

- Basic Skills; Locomotor; Nonlocomotor; Manipulative
- Application of Basic Skills in an Alternative Environment, Dance, Games, Types of Gymnastics, Individual Activities

General outcomes B, C and D are interrelated and interdependent and are achieved through involvement in movement activities identified in General Outcome A.

General Outcome B: Benefits Health

Students will understand, experience and appreciate the health benefits that result from physical activity.

- Functional Fitness
- Body Image
- Well-being

General Outcome C: Cooperation

Students will interact positively with others.

- Communication
- Fair Play
- Leadership
- Teamwork

General Outcome D: Do it Daily ... for Life!

Students will assume responsibility to lead an active way of life.

- Effort
- Safety
- Goal Setting/Personal Challenge
- Active Living in the Community

Mandatory Cardiopulmonary Resuscitation (CPR) Instruction

For implementation in September 2006, two outcomes related to Cardiopulmonary Resuscitation (CPR) instruction have been included in the Physical Education 10 Program of Studies. As a minimum standard, all students are required to attain the Heartsaver level of CPR course completion. The Heartsaver level requires approximately 4 hours of instruction provided by a certificated CPR Instructor.

Exemptions from Physical Education

Exemptions from participation in physical education may be given for medical conditions, when accompanied by a medical certificate from a doctor to the principal; for religious beliefs, when accompanied by a statement in writing from the parent to the principal; and where access to facilities is prohibitive. When exemption is granted, activities consistent with the program outcomes should be substituted, where appropriate.

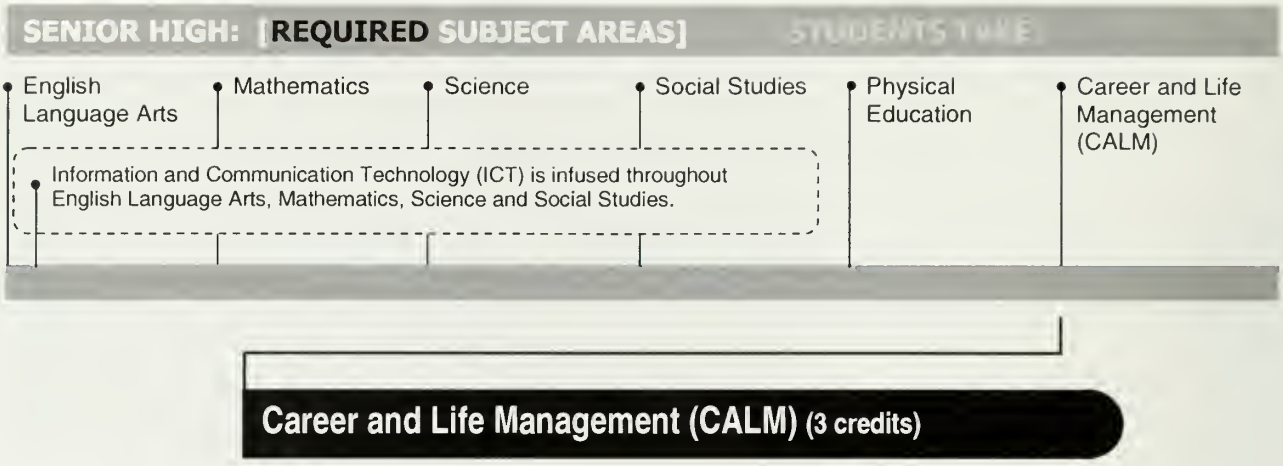
Students exempted from the Physical Education 10 requirement still are to present the total number of credits required for graduation.

Physical Education Online

http://www.education.gov.ab.ca/physicaleducationonline

The Physical Education Online Web site provides a wealth of information to support student learning of the K–12 physical education program of studies. The site is organized into three major sections:

- Program of Studies—The general outcomes and grade specific outcomes for K–12.
- Teacher Resources—Links to authorized resources, the Guide to Implementation, teaching tools, and activities and lessons that address the outcomes for the K–12 physical education program.
- Home Education—This portion is designed for parents and teachers to use with students who may be enrolled in an online or home education physical education course.


SENIOR HIGH: [REQUIRED SUBJECT AREAS]
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Career and Life Management (CALM)
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.
Career and Life Management (CALM) (3 credits)

View the health and life skills subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/healthpls/

The aim of senior high school Career and Life Management (CALM) is to enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future. CALM is the core program for health literacy at the senior high school level in Alberta.

In Catholic schools, students are helped to understand that our careers and our professional lives are the context in which we live out our Christian faith and have the opportunity to serve others. Every action on behalf of charity and justice is integral to the Gospel message. Students are encouraged to seek the guidance and support of God in their lives, both in decision making and in lifestyle choices.

The CALM program focuses on personal development in the following three areas.

Personal Choices

- apply an understanding of the emotional/psychological, intellectual, social, spiritual and physical dimensions of health—and the dynamic interplay of these factors—in managing personal well-being.

Resource Choices

- make responsible decisions in the use of finances and other resources that reflect personal values and goals and demonstrate commitment to self and others.

Career and Life Choices

- develop and apply processes for managing personal, lifelong career development.

Exemptions from CALM

For students who are not at the age of majority or living independently, parents have the right to exempt their children from school instruction in human sexuality education by submitting a letter to the school indicating their intention to do so. Schools will provide alternative learning experiences for those students who have been exempted from human sexuality instruction at the request of their parents. Students must complete the remainder of the course in order to receive credits.

Students may be exempted completely from CALM for only two reasons: out-of-province Grade 12 students transferring into Alberta schools; religious beliefs.

Parents should contact the principal of the school about these exemptions.

In addition to required courses, students will select from a variety of optional courses. Optional courses are designed to reinforce learnings in core courses, and to provide opportunities for students to explore areas of interest and career possibilities.

The range of optional courses offered varies from school to school depending on such factors as student and parent preferences, facilities and staffing.

SENIOR HIGH: [OPTIONAL COURSES/PROGRAMS]
STUDENTS SELECT A VARIETY FROM:

- Aboriginal Studies 10–20–30
- Career and Technology Studies (CTS)
- Fine Arts
- Physical Education 20–30
- Languages
- Off-campus Programs
- Locally Developed Courses

Aboriginal Studies 10–20–30

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/abor102030.pdf

This three-course sequence provides students with a framework to understand diverse Aboriginal cultures within their region, Canada and the world. The term "Aboriginal" refers to First Nations, Métis and Inuit. The courses are based on Aboriginal worldviews and experiences and include the following concepts:

- Aboriginal history is unique and needs to be shared with all Albertans
- Aboriginal values and beliefs are relevant to global issues
- Aboriginal peoples have strong, diverse and evolving cultures that have adapted to a changing world.

There are four themes identified in each course.

The four themes in Aboriginal Studies 10 are:

- Origin and Settlement Patterns
- Aboriginal Worldviews
- Political and Economic Organization
- Aboriginal Symbolism and Expression.

The four themes in Aboriginal Studies 20 are:

- The Métis: Conflict and Cultural Change
- Treaties and Cultural Change
- Legislation, Policies and Cultural Change
- Schooling and Cultural Change.

The four themes in Aboriginal Studies 30 are:

- Aboriginal Rights and Self-government
- Aboriginal Land Claims
- Aboriginal Peoples in Canadian Society
- Aboriginal World Issues.

SENIOR HIGH: [OPTIONAL COURSES/PROGRAMS]
STUDENTS SELECT A VARIETY FROM:

- Aboriginal Studies 10–20–30
- Career and Technology Studies (CTS)
- Fine Arts
- Physical Education 20–30
- Languages
- Off-campus Programs
- Locally Developed Courses

Career and Technology Studies (CTS)

View the career and technology studies subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/cts/

View the Multimedia CTS Project on the LearnAlberta.ca Web site at http://www.learnalberta.ca/

View CTS digital resources on the LearnAlberta.ca Web site at http://www.learnalberta.ca

Career and Technology Studies (CTS) is an optional program designed for Alberta's secondary school students. CTS helps junior high and senior high school students to:

- develop skills they can apply in daily living now and in the future
- investigate career options and make effective career choices
- use technology (processes, tools and techniques) effectively and efficiently
- apply and reinforce learnings developed in other subject areas
- prepare for entry into the workplace or further learning.

In the Christian tradition, work is seen basically as cooperation and participation in the creative work of God. The dignity of one's work comes from the essential dignity of the worker in the sight of God. In Catholic schools, work, the creative use of our gifts and talents, and the application of skills for the good of the community, are recognized as essential aspects of each Christian's vocation to share in the building of a just society for all people.

The CTS curriculum is organized into 22 strands. Each strand represents a group of courses designed to support broad career and occupational opportunities. Courses are the building blocks for each strand, and they define what a student is expected to know and be able to do.

The 22 Career and Technology Studies program strands are:

Agriculture
Career Transitions
Communication Technology
Community Health
Construction Technologies
Cosmetology Studies
Design Studies
Electro-Technologies
Energy and Mines
Enterprise and Innovation
Fabrication Studies
Fashion Studies
Financial Management
Foods
Forestry
Information Processing
Legal Studies
Logistics
Management and Marketing
Mechanics
Tourism Studies
Wildlife

SENIOR HIGH: [OPTIONAL COURSES/PROGRAMS]
STUDENTS SELECT A VARIETY FROM:

- Aboriginal Studies 10–20–30
- Career and Technology Studies (CTS)
- Fine Arts
- Physical Education 20–30
- Languages
- Off-campus Programs
- Locally Developed Courses

Fine Arts

View the fine arts subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/finearts/default.asp

The fine arts program, comprised of art, drama and music, encourages and develops personal expression through artistic activities. These programs encourage students to appreciate, understand, create, critique and, most of all, enjoy the products of their own making. The programs provide the opportunity for students to use not only their minds but also their voices, hands and bodies. Art, drama and music enhance the core senior high school experiences and cultivate well-rounded individuals. Content and opportunities within these programs depend upon the resources available to each school.

In the Catholic high school, music and dance, drama and the visual arts are seen as more than just artistic forms; they are also conduits of religious feelings, imagination and understanding. The fine arts use of the religious symbol and their capacity to evoke religious meaning from material creation ensure their value as pathways to the sacred. Art, drama and music, therefore, are seen as enhancing the student's high school experiences. They are integral to the formation of students as confident, perceptive, and truly 'whole' persons capable of creatively expressing themselves and their Catholic faith.

Art

Art 10 → (3, 4 or 5 credits)	Art 20 → (3, 4 or 5 credits)	Art 30 (5 credits)
Art 11 → (3, 4 or 5 credits)	Art 21 → (3, 4 or 5 credits)	Art 31 (5 credits)

Art 10–20–30
This sequence of general art courses is primarily a studio-based program emphasizing a variety of media. Students have the opportunity to explore visual expression and establish the

groundwork for artistic skills. The program consists of three general areas of visual learning:

- drawings: how visual information is seen and presented; developing technical and critical skills
- compositions: how images are designed; creating meaning visually
- encounters: how visual images evoke responses and interpretation; exploring art across history and tradition.

Art 11–21–31

This sequence of courses is primarily a nonstudio-based program, examining the role of art in our lives, how we create it, and how we react to it. Rather than creating art, the focus is on how and why art has become a central part of our world. The student is given the opportunity to assume the role of insightful critic and art historian. The program consists of three general areas of learning in visual art:

- function: how images are used to express and reflect society's values, beliefs and issues
- creation: the achievements and methods of artists throughout history and in different cultures
- appreciation: how the visual qualities in works of art are seen and responded to.

Drama

Drama 10 (3 or 5 credits) → Drama 20 (3 or 5 credits) → Drama 30 (5 credits)

Drama 10–20–30

Drama 10–20–30 includes eight distinct disciplines, each with its own particular goals and study requirements. Drama provides the opportunity for a thorough introduction to the theatre experience, developing both technical and performance-based skills. Similar to all fine arts programs, drama develops personal expression but goes further by teaching the skills needed to work creatively with others. The following disciplines may be part of a drama program.

- Movement
- Speech
- Improvisation
- Acting
- Theatre Studies
- Technical Theatre Design
- Playwriting
- Directing

Music

Instrumental Music 10 (3 or 5 credits)	→ Instrumental Music 20 (3 or 5 credits)	→ Instrumental Music 30 (5 credits)
Choral Music 10 (3 or 5 credits)	→ Choral Music 20 (3 or 5 credits)	→ Choral Music 30 (5 credits)
General Music 10 (3 or 5 credits)	→ General Music 20 (3 or 5 credits)	→ General Music 30 (3 or 5 credits)

Instrumental Music 10–20–30 and Choral Music 10–20–30

Through Instrumental Music 10–20–30 and Choral Music 10–20–30, the student develops musical abilities by playing/singing, listening, reading and creating music. These programs consist of three general areas of learning:

- performing: how musical skills are developed; building knowledge and awareness
- listening: how music is understood; appreciating musicians throughout history
- composing: how musical compositions are created; organizing elements of music.

General Music 10–20–30

General Music 10–20–30 is ideal for students interested in nonperformance-based musical experiences. Students are required to complete the following components:

- theory: how and why music is produced; appreciating the theory, the history and the sound of music
- music making: music performance leading to self-evaluation; encountering music by playing
- electives: may include the following: Composition, History of Western Music, Music and Technology, World Music, Careers in Music, Jazz Appreciation, Popular Music.

Music – Private Study

http://www.education.gov.ab.ca/educationguide/guide.asp?id=051586

Students may be eligible for senior high school credits through successful completion of music courses by private study, through Conservatory Canada, the Royal Conservatory of Music or Mount Royal College, Calgary. Consult the student's school for further information.

SENIOR HIGH: [OPTIONAL COURSES/PROGRAMS]
STUDENTS SELECT A VARIETY FROM:

- Aboriginal Studies 10–20–30
- Career and Technology Studies (CTS)
- Fine Arts
- Physical Education 20–30
- Languages
- Off-campus Programs
- Locally Developed Courses

Physical Education 20–30 (3, 4 or 5 credits each)

View the physical education subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/physed/

The aim of the K–12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. These optional courses continue to emphasize active living, with a focus on physical activity that is valued and integrated into daily life. A wide variety of activities, often with use of community facilities, are offered. All learning outcomes are met through physical activity as a strategy for managing life challenges and fostering a desire in students to participate in lifelong physical activity.

General Outcome A: Activity

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

- Basic Skills; Locomotor; Nonlocomotor; Manipulative
- Application of Basic Skills in an Alternative Environment, Dance, Games, Types of Gymnastics, Individual Activities

General outcomes B, C and D are interrelated and interdependent and are achieved through involvement in movement activities identified in General Outcome A.

General Outcome B: Benefits Health

Students will understand, experience and appreciate the health benefits that result from physical activity.

- Functional Fitness
- Body Image
- Well-being

General Outcome C: Cooperation

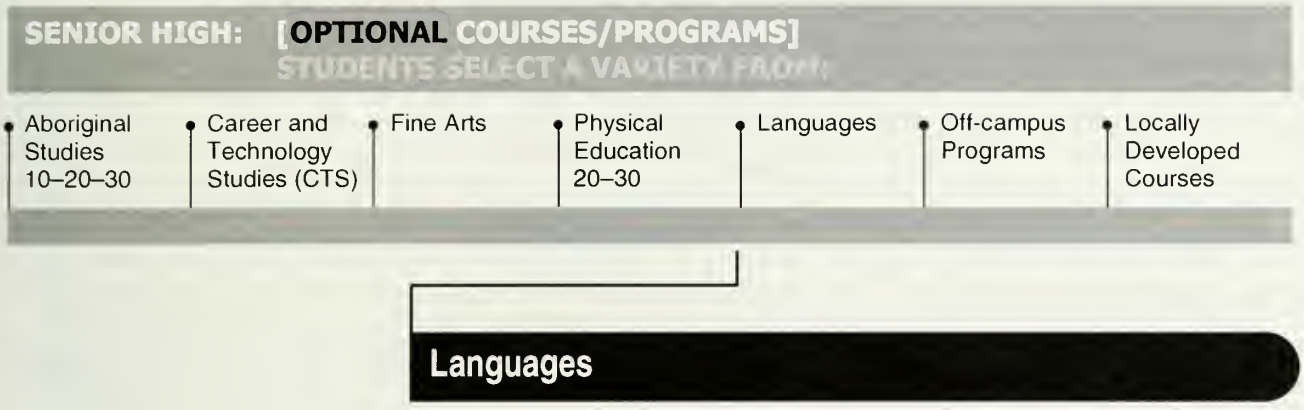
Students will interact positively with others.

- Communication
- Fair Play
- Leadership
- Teamwork

General Outcome D: Do it Daily ... for Life!

Students will assume responsibility to lead an active way of life.

- Effort
- Safety
- Goal Setting/Personal Challenge
- Active Living in the Community



Languages

View the languages subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp

http://www.education.gov.ab.ca/languages/ToolKit.asp

Alberta schools provide a number of language study opportunities that help to develop individual potential and better prepare students for daily living and the challenges of an international world of work and travel. These programs allow students to acquire language skills in situations that reflect life experiences. Students who take second language programs may continue to use their language skills in work, community, educational or travel settings. Placement in senior high school language programs depends upon previous course completions and language proficiency. Students receive 5 credits for 125 hours of course work.

A variety of courses in languages are available throughout Alberta. These courses include Aboriginal languages, French and International languages.

Alberta Education offers numerous provincially developed language courses. As well, school authorities have developed and implemented a range of locally developed language courses.

Aboriginal Languages

Blackfoot and Cree Language and Culture

Blackfoot and Cree language and culture programs are designed to enable students to learn Aboriginal languages and to increase awareness of Aboriginal cultures.

Blackfoot and Cree Language and Culture programs are provincially available in three-course sequences at the senior high school level. These are:

- Blackfoot Language and Culture 10–20–30
- Cree Language and Culture 10–20–30

As well, extensions of twelve-year course sequences that begin in Grade 1 and continue into senior high school are available:

- Cree Language and Culture Twelve-year Program

French

French Immersion Program

View French digital resources on the LearnAlberta.ca Web site at http://www.learnalberta.ca

This is a program in which French is the language of instruction for a significant part of the school day; that is, several or all subjects are taught in French. Immersion is designed for students whose first language is not French. The objective is acquiring functional fluency in French, as well as an understanding and appreciation of the French culture while maintaining full mastery of the English language. The expected outcome is related to the total amount of exposure to the language. Students continue to take French language arts and receive instruction in French in at least one other 5-credit course. French language versions of most senior high school courses are available. Students taking courses that have diploma examinations may write these examinations in French or in English.

French Language Arts (FLA) 10–20–30/10-2, 20-2, 30-2 (5 credits each)

http://www.education.gov.ab.ca/french/FLA/abrege/IMM10_12.pdf

At the senior high school level, the French language arts program of studies aims to develop the students' ability to think critically and analytically so that they react appropriately to the contents and techniques of what they read or view. Viewing and analyzing media help students cultivate an appreciation of the cultural reality of the Canadian and international *"Francophonies."*

Built on the same framework as the FLA 10–20–30 program of studies, the FLA 10-2, 20-2, 30-2 program is designed to meet the French language learning needs of French Immersion students and to help students:

- acquire knowledge and basic strategies in oral communication, reading and writing
- attain a threshold of success and the necessary autonomy to carry out different tasks in everyday life
- be prepared for post-secondary studies and the workplace
- develop a positive attitude toward learning and communicating in the French language.

Compared to the FLA 10–20–30 program, the abstraction level in the FLA 10-2, 20-2, 30-2 strand is lower, and the outcomes outline in a more explicit way steps for students to follow when planning, overviewing or monitoring their projects. For example, charts, outlines and diagrams are provided to support students in completing their tasks.

The French language arts program increases student awareness of the elements that ensure message clarity, such as exact, precise words and expressions and increasingly complex, correct sentences. Students learn to respect the basic language rules in both classroom oral exchanges and written projects. The acquisition of a solid language basis allows them to better understand, clarify and express abstract thoughts. The program is intended to develop their ability to plan and monitor their communication projects, whether they are working individually or with partners in the classroom.

In **oral comprehension**, students learn to pay particular attention to the organization of a message (genre) and choose the most effective means of taking notes and acquiring in-depth knowledge of a topic.

In **reading comprehension**, students continue to develop their ability to read by tackling increasingly complex texts. They increase their ability to analyze text characteristics in order to better understand its internal organization (genre) and take into account the information gathered on the author and the author's intent before reading a text.

In **oral production**, students learn the vocabulary and syntax that will enable them to express themselves in various contexts. They develop the ability to plan projects by taking into account the characteristics of the audience and using various means to interact effectively in a discussion.

In **writing**, students learn to organize and express their ideas clearly, while still respecting the rules of internal organization of texts (genre) and of spelling. They also learn to edit their own texts using various reference works.

Note: The development of basic language skills does not take place in isolated exercises, but rather in context, so that students learn not only the rules but also when and how to apply them.

At the senior high school level, learning occurs primarily:

In **oral comprehension** through:

- group work situations
- listening to newspaper and magazine articles, short stories or chapters from plays or novels
- listening to audio texts, such as songs, poems and documentaries
- viewing audiovisual material.

In **reading comprehension**:

Teachers will select, for their students, texts:

- dealing with information, opinion and current events
- from the imaginary world; e.g., novels, plays and songs
- that are explanatory, analytical and argumentative.

To develop reading strategies, students learn to read and understand a text by taking into account its organization (e.g., explanatory, analytical and argumentative) and developing various ways of annotating a text.

In **oral production**:

The proposed situations should allow students to demonstrate what they already know about a given subject, or to express their opinions based on examples from their readings and discussions. The topics chosen for the presentations may be from another area of study.

The presentations and discussions should be well structured, with emphasis on:

- the use of expressions or words to describe events, projects and experiences
- the use of expressions or words to indicate clearly their point of view or to express nuances
- planning to take into account the particular characteristics of the audience
- effective intervention monitoring in an interactive situation.

Emphasis on *discussion* enables students to continue to develop their ability to interact with peers. Students are required to agree on the operational rules of the group as well as on their roles and responsibilities with respect to the given task.

In **writing**:

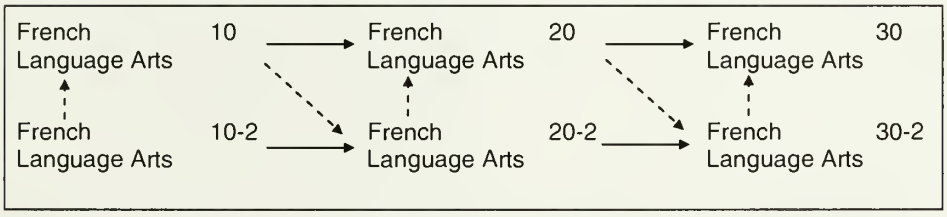
Students learn to write argumentative texts, text summaries and argumentative/analytical texts.

The main purpose of these activities is to enable students to integrate the basic elements of the written language:

- developing a plan based on procedures appropriate for the genre
- consulting reliable sources to ensure text quality
- modifying certain components of the text to render it more precise or to enrich it
- verifying the effectiveness of the procedures used
- respecting the language mechanisms to be mastered at each level
- using reference works effectively
- assessing their ability to evaluate their efficiency in managing or monitoring certain elements of the task.

Overall, there are two course sequences. French Language Arts 10–20–30 and French Language Arts 10-2, 20-2, 30-2.

Students generally take the prerequisite in a course sequence; e.g., French Language Arts 10–20–30. This route is designated by solid arrows (——→). However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows (- - - →). The following course sequences exist for senior high school students:



Completion of French Language Arts 30 requires the writing of a provincial diploma examination.

At this time, Alberta Education is exploring the possibility of developing a pilot FLA 30-2 diploma examination. Meanwhile, students registered for FLA 30-2 will have to complete an end-of-course examination developed at a school level.

At the senior high school level, both course sequences place a great deal of emphasis on the acquisition of the strategies necessary to become effective and efficient listeners, readers, speakers and writers. Information and Communication Technology learning outcomes and outcomes promoting an appreciation for the French language and culture have been infused in the French language arts program of studies.

There are, however, some important differences between the two course sequences.

In general, differences between the two course sequences correspond to differences in student needs, interests and aspirations.

For example, compared to the FLA 10–20–30 course sequence, the abstraction level in the FLA 10-2, 20-2, 30-2 sequence is lower, and the outcomes outline in a more explicit way steps for students to follow when planning, overviewing or monitoring their projects. For example, charts, outlines, diagrams are provided to support students in completing their tasks.

Both course sequences are designed for entry into universities or colleges and technical schools. However, not all post-secondary institutions accept FLA 30-2 for entry. In general, students who plan to attend a post-secondary institution need to familiarize themselves with the entry requirements of the institution and the program they plan to enter.

French as a Second Language

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/fsl/default.asp

French 13–**10–20–30**–31a–31b–31c
Course sequence in bold print refers to the minimum standard expected upon completion of a senior high school French as a second language program.

The French as a second language program at the senior high school level consists of seven courses. French 13 and 10 are beginning level courses, French 20 and 30 are intermediate level courses and French 31a, 31b and 31c are advanced level courses. Placement in a French as a second language course depends upon language proficiency at Grade 10. For example, a student who has already mastered the beginning level of French before entering senior high school may be placed in French 20 instead of French 10. While the high school leaving level is usually French 30, an advanced proficiency program is also available in some schools. This program consists of French 31a, 31b and 31c.

These courses are sequential, and students demonstrate the appropriate language proficiency before proceeding to the next level.

Note: The last year of access to French 13 will be the 2007–2008 school year.

French 13–10 (Beginning Level Courses),
French 20–30 (Intermediate Level Courses)—
5 credits each

Students produce and comprehend:

French 13:	simple spoken and written statements, using a basic vocabulary
French 10:	a greater variety of spoken and written statements
French 20:	a series of interrelated ideas on a familiar topic in structured situations
French 30:	both simple and complex statements on a variety of topics in both structured and unstructured situations.

French 31a–31b–31c
(5 credits each)

Students develop advanced level language skills, by:

French 31a:	providing main points and supporting details, and understanding and interpreting the main points of a communication
French 31b:	generating more complex ideas in a coherent way through various types of communication requiring spontaneous responses
French 31c:	engaging in more extensive and spontaneous communication orally and in writing.

International Languages

Language Arts Courses

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp

Students in senior high school who have previously studied in a bilingual program or who possess a high degree of language proficiency may study a **language arts** course in the target language (i.e., Chinese, German or Ukrainian) in addition to studying English language arts.

Through language arts courses in a target language, students acquire knowledge, skills and attitudes in the areas of listening, speaking, reading, writing, viewing and representing. They learn to use the target language confidently and competently in a variety of situations for communication, personal satisfaction and further learning. They are also able to explore, understand and appreciate the cultures of the target language for personal growth and satisfaction and to participate in, and contribute to, an interdependent and multicultural global society.

Alberta Education offers the following provincial language arts courses for international languages:

- Chinese Language Arts 10–20–30
- German Language Arts 10–20–30
- Ukrainian Language Arts 10–20—30

Language and Culture Courses

Students in a **language and culture** course study the target language (e.g., German, Ukrainian) as a subject area. Language and culture courses are designed to develop language and cultural skills.

Alberta Education offers a variety of provincially developed language and culture courses for senior high school students. Many of these courses are extensions of programs with earlier entry points (Grade 1, Grade 4 or Grade 7). Programs that are offered beginning in Grade 1 are identified as twelve-year programs (12Y); programs offered beginning in Grade 4 are identified as nine-year programs (9Y); programs offered beginning in Grade 7 are identified as six-year programs (6Y); and programs offered beginning in senior high school are identified as three-year programs (3Y).

The Italian Language and Culture Twelve-year Program is the only provincial language and culture program that begins at Grade 1 and will extend to senior high school. This has been developed and approved to the Grade 9 level; the senior high school courses are under development and will soon be available provincially.

Several language and culture courses will be available for students who began their study of the language and culture at Grade 4 (nine-year program). However, these courses are under development and are not yet available provincially for the senior high school level.

Several language and culture courses are currently available to students who began their study of the language and culture in Grade 7. These include:

- Chinese Language and Culture 10-6Y, 20-6Y, 30-6Y (Six-year Program)
- German Language and Culture 10-6Y, 20-6Y, 30-6Y (Six-year Program)
- Italian Language and Culture 10-6Y, 20-6Y, 30-6Y (Six-year Program)
- Japanese Language and Culture 10-6Y, 20-6Y, 30-6Y (Six-year Program)
- Spanish Language and Culture 10-6Y, 20-6Y, 30-6Y (Six-year Program)
- Ukrainian Language and Culture 10-6Y, 20-6Y, 30-6Y (Six-year Program)

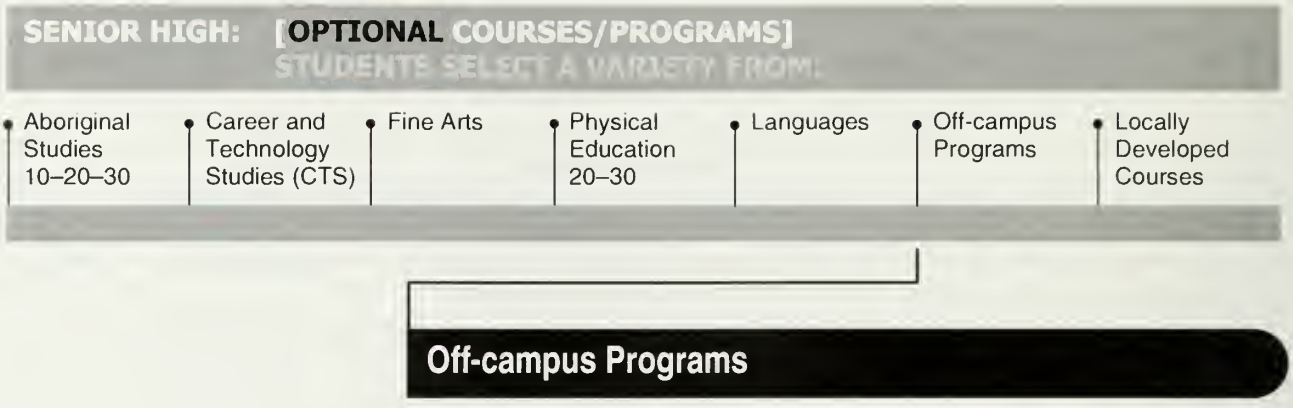
Several language and culture courses are available to students beginning their study of the language and culture in senior high school. These include:

- Chinese Language and Culture 10-3Y, 20-3Y, 30-3Y (Three-year Program)
- German Language and Culture 10-3Y, 20-3Y, 30-3Y (Three-year Program)
- Italian Language and Culture 10-3Y, 20-3Y, 30-3Y (Three-year Program)
- Japanese Language and Culture 10-3Y, 20-3Y, 30-3Y (Three-year Program)
- Spanish Language and Culture 10-3Y, 20-3Y, 30-3Y (Three-year Program)
- Ukrainian Language and Culture 10-3Y, 20-3Y, 30-3Y (Three-year Program)
- Latin 10–20–30

Locally Developed Language Programs

Many school boards have developed their own programs. Locally developed international language programs include: Arabic, American Sign Language (ASL), Greek, Hebrew, Hungarian, Polish, Portuguese, Swedish and Russian. Locally developed Aboriginal language and culture courses may also be available to meet the needs of the students in local or First Nations schools. These locally developed courses are developed based on local needs and demands, and may not always be available.

For more information on second language instruction offered in your area, please contact your local school board.



Off-campus Programs

http://www.education.gov.ab.ca/k_12/curriculum/offcampus.pdf

Off-campus education is a partnership among schools, employers and students that supports and enhances student learning. The learning experiences provided allow students to expand pathways into the workplace and to explore career interests and abilities. Additional information about off-campus education is available in the *Off-campus Education Guide for Administrators, Counsellors and Teachers*, 2000 and on the Alberta Education Web site. Programs within off-campus learning include:

Work Experience 15–25–35

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/others/workexp.pdf

This sequence of courses is available to senior high school students 15 years of age or older. Students work with an employer to complete individually defined learning experiences. One credit is earned for each 25 hours of experience. Students are required to complete the Career Transitions CTR1010 Job Preparation 1-credit course as a prerequisite or corequisite to their first work experience course.

Work Study

Students spend part of their school day in one or more workplaces in order to enhance and extend their classroom learning. This program is available to junior and senior high school students.

Career Internship 10

Career Internship 10 is a discrete course designed to support and prepare students with the basic, workplace readiness competencies for entry into a trade, technology or service career. It may be offered for 3, 4 or 5 credits, and is designed to be delivered primarily off-campus.

Career Internship 10 is recommended as a prerequisite to enrolling in the Registered Apprenticeship Program or other technology or service career-related courses and programs.

Registered Apprenticeship Program

http://www.education.gov.ab.ca/k_12/curriculum/rapinfoman.pdf

The Registered Apprenticeship Program (RAP) is a program in which students spend part of their time in school and part of their time in industry as registered apprentices in one of Alberta's 50 designated trades.

Students enrolled in the Registered Apprenticeship Program are paid by their employers. Students enrolled in Work Experience Courses may be paid by the employer at the employer's discretion.

Information about RAP may be obtained from the Curriculum Branch or from the nearest Apprenticeship and Industry Training Office.

Green Certificate Program

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/green/green.asp

The Green Certificate Program for senior high school students allows students in Grades 10, 11 and 12 to participate in an agriculture-related apprenticeship, earn credits, and complete the Technician Level of a Green Certificate in any one of eight specializations. Alberta Agriculture, Food and Rural Development, and Alberta Education jointly administer the Green Certificate Program. Information about the Green Certificate Program is available from Alberta Education, Alberta Agriculture, Food and Rural Development, and local senior high schools situated in agricultural regions of Alberta.

SENIOR HIGH: [OPTIONAL COURSES/PROGRAMS]
STUDENTS SELECT A VARIETY FROM:

- Aboriginal Studies 10–20–30
- Career and Technology Studies (CTS)
- Fine Arts
- Physical Education 20–30
- Languages
- Off-campus Programs
- Locally Developed Courses

Locally Developed Courses

School authorities may develop and/or acquire courses that are innovative and responsive to local and individual needs. Contact your local school authority for information about locally developed courses authorized for use in your jurisdiction.

Note: *Policy 1.2.1—Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses* is currently under review.

Information for Parents

Learning in Alberta

Schools provide students with a broad educational program that helps them:

- develop knowledge, skills and attitudes in a variety of subject areas
- demonstrate critical and creative thinking skills in problem solving and decision making
- demonstrate competence in using information technologies
- know how to learn and work independently and as part of a team
- develop desirable personal characteristics and the ability to make ethical decisions
- demonstrate initiative, leadership, flexibility and persistence
- realize the need for lifelong learning.

Schools also prepare students to make positive contributions to society through communities, the workplace and/or post-secondary studies.

Teachers make a number of decisions when planning for classroom instruction. Within any group of students, there is a range of individual differences. Teachers use the learning outcomes of the provincial curriculum to meet the needs and interests of their students and to make connections across subject areas. They choose resources, equipment and materials to help students achieve the learning outcomes. Teaching methods and schedules vary from school to school and from class to class to meet the diverse learning needs of students.

The Catholic Schools of Alberta offer students the opportunity to receive an education within the context of the Catholic culture. In addition to the Religious Studies curriculum, Catholic values and attitudes permeate every aspect of the school life: all classroom instruction, extracurricular programs and school celebrations.

Alberta Education assists teachers by reviewing and selecting the best possible resources, such as textbooks, videotapes and computer software, for all subject areas. Authorization of resources by Alberta Education indicates that the resources meet high standards and can help students achieve the learning outcomes. Teachers can choose other resources, as long as they follow school board policy.

http://www.lrc.education.gov.ab.ca

Authorized resources are available for purchase from the Learning Resources Centre (LRC).

School Councils

Schools, parents and communities all play an important advisory role in education. School councils are designed to give parents, senior high school students, teachers and other community members meaningful involvement in decisions that impact student learning. Each school council determines its own level of involvement, depending on local needs. Parents can get more information on how to get involved by contacting their school or the Alberta Home and School Councils' Association (AHSCA).

http://www.ahsca.ab.ca

http://www.education.gov.ab.ca/educationsystem/schoolcouncils.asp

A new *School Council Resource Manual* is scheduled to be available in the 2006–2007 school year.

School Fees and Fundraising

http://www.asba.ab.ca/services_for_boards/policy_advisories_fund.html

Decisions regarding school fees and fundraising are made by the local board or by the school principal in consultation with the school council within policy guidelines established by the school board. In September 2000, the Alberta School Boards Association (ASBA) developed and provided guidelines to school boards to assist boards in establishing appropriate local policy.

School Fees

http://www.asba.ab.ca/services_for_boards/policy_advisories_fees.html

The *School Act* allows for certain fees to be collected for alternative programs, transportation, or supplies and materials provided for the student's personal use or consumption; this may include such things as calculators, locker rentals, student planners and computer diskettes. The fees charged are on a cost recovery basis. Caution fees should be refunded at the end of the year if the item is returned in good condition.

The ASBA school fee advisory recognizes that fees should be waived for those who cannot afford them and that no student should be prohibited from participating.

Fundraising

Parents are not to fundraise for core items such as textbooks. Some fundraising is allowable for things like athletic uniforms, field trips, and other extras that staff and parents want for their schools. Participation in fundraising activities should be voluntary. No student should be excluded from an event or program because the parents could not contribute.

School Choice

Choice is one of the important principles of Alberta's education system. When it comes to selecting a school, parents and students can choose from a wide range of options. They can select from public schools, Catholic schools, Francophone schools, private schools and charter schools. They can also access a number of unique and innovative programs—including online schools. Parents can also opt to home school their children.

Information about Curriculum

Alberta has one of the best education systems in the world. One of the many reasons is a centralized, high quality curriculum that outlines what students are expected to learn and be able to do in all subjects and grades. Alberta's curriculum is designed to help students achieve their individual potential and create a positive future for themselves, their families and their communities.

Curriculum Content— Deciding What Students Should Learn

The Alberta curriculum strives to:

- reflect the essential knowledge, skills and attitudes that Alberta students need to be well prepared for future learning and the world of work
- anticipate and plan for the needs of the future by considering the changes and developments in society such as trends in employment, globalization and advances in technology
- incorporate values of good citizenship and respect for different languages and cultures
- consider students' needs and abilities—intellectual, social, emotional and physical—at different ages and stages of growth
- ensure that each grade provides a foundation of knowledge for successful learning in subsequent years
- incorporate new discoveries and theories that are generally accepted by experts in subject areas
- develop skills that are necessary for success in learning a subject
- consider new research on proven teaching methods and how students learn best
- reflect the most appropriate level at which the skills are to be acquired

- integrate how the study of a subject contributes to student personal growth and development
- accommodate learning in different environments
- consider various ways of delivering a program to students, including new technologies and use of community resources such as distance learning and workplace learning.

Curriculum Development—Who Is Involved in the Process?

Alberta Education takes a lead role in developing and revising provincial curriculum. However, many others, including teachers, principals, parents, education experts, post-secondary institutions, elders and community members, play a vital role in the process. Input from various stakeholders ensures that curriculum continually meets the needs of students and that there are smooth transitions from grade to grade, to post-secondary education and the world of work.

Ensuring Curriculum Is Current

Curriculum must provide students with the knowledge and skills needed for the present and future. It is reviewed regularly and changes are made to keep it current and relevant. Curriculum revisions occur only after extensive consultations with education stakeholders.

Planning Curriculum Changes

Alberta Education plans curriculum changes well in advance to minimize any impact on schools, teachers and students. This ensures that school authorities have sufficient time to prepare for the changes and purchase any needed resources.

Revising Curriculum

If it is determined through the regular review process that there is a need to make minor or major revisions to a subject area in the curriculum, education stakeholders play a major role in the process. Alberta Education conducts initial consultations and prepares a draft *Program of Studies* for that subject area. The draft is shared with a wide variety of education stakeholders through advisory committees, online feedback forms, conferences and presentations to teacher specialist councils. Teachers play a vital role in the process. They use their practical knowledge about a subject and about students' needs at specific age levels to provide input and feedback during the process.

Implementing Curriculum

The draft *Program of Studies*, developed in consultation with education stakeholders, is referred to the Minister of Education for approval. Schools may have the opportunity to pilot the program for one year prior to full provincial implementation. This transition year gives schools time to prepare for the new curriculum. When a curriculum is implemented province-wide, all schools must teach the new curriculum. Alberta Education, in partnership with superintendents, boards, teachers, principals, parents and students, shares roles and responsibilities in the effective implementation of a new curriculum.

Alberta Education supports school authorities by producing teacher resources that provide ideas for lesson planning, instructional strategies and student assessment. Also, it provides orientation for school authority leaders and lead teachers about curriculum changes and shares updates at professional conferences and in-services.

http://www.arpdc.ab.ca

Professional development funds are provided to six Alberta Regional Professional Development Consortia. Each Regional Consortium organizes and provides activities to respond to in-service needs identified locally. This may include information and orientation sessions related to curriculum revisions.

http://www.lrc.education.gov.ab.ca

Alberta Education also provides funding to help schools purchase learning and teaching resources through the Learning Resources Centre. These resources are designed specifically to support the provincial curriculum.

Aboriginal Education

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/aboriqin/default.asp

Aboriginal peoples throughout the province have indicated they want their children to complete regular school requirements and achieve the same standards as set for all students in Alberta. Alberta Education shares this goal with parents.

The term "Aboriginal" refers to First Nations, Métis and Inuit. To support the learning of Aboriginal students, schools are encouraged to use learning resources that promote Aboriginal perspectives. All students in Alberta should understand and be aware of Aboriginal history, culture, lifestyles and heritage. The First Nations, Métis and Inuit (FNMI) initiative works to infuse Aboriginal perspectives into the existing Kindergarten to Grade 12 programs of study. The First Nations, Métis and Inuit (FNMI) Education Policy Framework (2002) provides further information on this initiative. Student and teacher resources have been developed by Alberta Education to support the inclusion (or infusion) of Aboriginal content in teaching and learning.

http://www.education.gov.ab.ca/nativeed/nativepolicy

Both provincially and locally authorized Blackfoot and Cree language and culture courses are offered in the province.

http://www.education.gov.ab.ca/k-12/curriculum/aboriginalparenthandbook.pdf

A Handbook for Aboriginal Parents of Children with Special Needs provides information to assist Aboriginal parents in working with schools to meet the special education needs of their children. This resource is available for purchase from the LRC.

http://www.lrc.education.gov.ab.ca

Our Treasured Children is a videotape that complements *A Handbook for Aboriginal Parents of Children with Special Needs*. It highlights intergenerational stories from members of the Aboriginal community. The videotape is available for purchase from the LRC.

Supports for Learning

Students have individual learning needs. Schools, supported by Alberta Education, provide a variety of programs and services to meet the individual needs of students.

Guidance and Counselling

Schools and school authorities offer comprehensive guidance and counselling programs for helping individual students meet their growth and developmental needs—educational, personal, social and career. This collaborative program involves the school counsellor and other school staff and is based on a close partnership among school, home and community. Parents are encouraged to consult with school counselling staff regarding the needs of their children.

English as a Second Language

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/ESL/default.asp

Many children born in Canada have a first language other than English and many students move here from non-English speaking countries. Schools provide additional assistance for English as a Second Language (ESL) students in Kindergarten to Grade 12. This helps them acquire sufficient fluency in English so they can function in the regular classroom as quickly as possible.

Special Education Needs

http://www.education.gov.ab.ca/k_12/specialneeds/

The *School Act* specifies that school boards are responsible for determining if a student is in need of a special education program. Students with special education needs, including those with mild, moderate and severe disabilities, and those who are cognitively and/or academically gifted, require specialized learning opportunities in order to receive an education that is consistent with their identified learning needs. School boards must provide special education programming for all students identified with special education needs.

If you feel your child has learning difficulties, you should talk to the classroom teacher to share knowledge about your child that could assist in determining the cause of these difficulties and in deciding if there are specific teaching and learning strategies that might improve your child's learning. School staff can use a number of informal ways to identify learning needs. If it is apparent that school-based strategies are not enough, the teacher, in consultation with parents, will make a referral for a specialized assessment. Your child's teacher or the school principal will have information on the assessment procedures for your area.

Students with special education needs may require changes to: instruction, assessment strategies, materials and resources, classroom environment, equipment and/or the regular curriculum. In addition, some students may require referral to specialized health-care services.

For more information on a Review by the Minister, contact the Disputes Management Team Leader at 780–427–7235 or see Policy 3.5.1– Review by the Minister http://www.education.gov.ab.ca/educationguide/pol-plan/polregs/351.asp.

Most students with special education needs are placed in regular classrooms in their neighbourhood or local schools and are provided with programming, supports and services to meet their individual needs throughout the school day. There are a range of programming options possible—different students need different kinds of support. Deciding on the educational programming for an individual student is a collaborative process and, in most instances, parents and school staff agree on appropriate placements. If there is a disagreement, parents can appeal a decision at the district level. The school principal can provide information on the appeal procedure in your district. If parents do not agree with the decision of an appeal to the school board they may write to the Minister of Education and ask for a review of a board decision.

All students with identified special education needs require an individualized program plan (IPP). An IPP is a plan of action with meaningful and measurable goals. It identifies your child's specific strengths, needs and current level of performance. The IPP also explains what your child will be learning and how he or she will be learning. The IPP is a flexible tool that is updated regularly. Parents, school staff and the student need to work together as a learning team to ensure that the IPP is implemented.

The following resources provide additional information.

http://www.education.gov.ab.ca/educationguide/spec-ed/partners

- *The Learning Team: A Handbook for Parents of Children with Special Needs* (2003) – Information for parents of children with special needs.

http://www.education.gov.ab.ca/k_12/specialneeds/specialed_stds2004.pdf

- *Standards for Special Education*, Amended June 2004 – Information on the requirements for school boards regarding delivery of education programs and services to students with special needs in grades 1–12.

http://www.education.gov.ab.ca/k_12/curriculum/resources/TheJourney/journey.asp

- *The Journey: A Handbook for Parents of Children Who Are Gifted and Talented* (2004) – Information and strategies for nurturing your child's learning and emotional well-being at home, in school and in the community.

The *Handbook for Aboriginal Parents of Children with Special Needs* and *Our Treasured Children* videotape are available for purchase from the Learning Resources Centre (LRC). Order online at http://www.lrc.education.gov.ab.ca/.

- *A Handbook for Aboriginal Parents of Children with Special Needs* (2000) – Information for Aboriginal parents about rights and responsibilities regarding the education of their children with special needs.
- *Our Treasured Children* is a videotape that complements *A Handbook for Aboriginal Parents of Children with Special Needs.* It highlights intergenerational stories from members of the Aboriginal community. The videotape is available for purchase from the LRC.

Distributed Learning

http://www.education.gov.ab.ca/ltb/default.html

Alberta Education provides leadership and resources for distributed learning in Alberta's educational institutions. Distributed learning is a model through which learning is distributed among a variety of delivery formats and mediums—print, digital (online) and traditional delivery methods—allowing teachers, students and content to be located in different, noncentralized locations.

http://www.lrc.education.gov.ab.ca

Distributed learning resources are provincially authorized resources that support educational program delivery in Alberta. For information about purchasing distributed learning resources, contact the Learning Resources Centre.

http://www.tools4teachers.ca/ltb

Alberta Education also makes digital content available through the Tools4Teachers Web site. The site provides multimedia segments and digital versions of print-based distributed learning resources. Alberta educators have free access to this digital content, which they can use in the development of their own lessons.

Digital Resources to Support Curriculum Outcomes

http://www.learnalberta.ca

LearnAlberta.ca is a Web site that provides quality online resources to the Kindergarten to Grade 12 community in Alberta. It is a safe, reliable and innovative collection of learning resources developed by Alberta Education in consultation with stakeholders. Students, teachers and parents can access multimedia learning resources here that are based on Alberta Education curriculum guidelines. A featured resource is the Online Reference Centre, a collection of multimedia encyclopedias in French and English. These reference materials include newspapers, magazines, books, maps, pictures, videos and transcripts suitable for all grades and subject areas.

User ID's and passwords are available from school principals or by e-mailing: LearnAlberta.Contact@edc.gov.ab.ca.

Knowledge and Employability

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/ke/default.asp

Knowledge and Employability courses replace the Integrated Occupational Program and are a series of courses rather than a program. This allows schools and students to have some flexibility in offering and selecting the courses based on highest level of achievement and areas of need. These courses begin in the Grade 8 year of schooling and continue through the Grade 12 year of schooling. During grades 8–12, students may enroll in one or more courses at any appropriate entrance/ registration date.

Knowledge and Employability courses are designed for the student who learns best when the focus is on the development and application of reading, writing and mathematical literacy and when meaningful connections are made between the home, school, workplace and community through experiential learning experiences. This series of courses provide students with opportunities to experience success and become well-prepared for employment, further studies, citizenship and lifelong learning.

Students who successfully complete Knowledge and Employability courses may qualify for a Certificate of High School Achievement. Students may also transfer into courses leading to an Alberta High School Diploma at any time during their senior high school career.

Knowledge and Employability courses consist of both academic and occupational courses at both the junior and senior high school levels.

Academic subjects:

- Knowledge and Employability English Language Arts 8, 9, 10-4, 20-4, 30-4
- Knowledge and Employability Mathematics 8, 9, 10-4, 20-4
- Knowledge and Employability Science 8, 9, 10-4, 20-4
- Knowledge and Employability Social Studies 8, 10-4
- Integrated Occupational Program Social Studies 9, 26

Occupational strands

- Workplace Readiness
- Art/Design and Communication
- Auto Mechanics
- Business Services
- Construction: Building
- Construction: Metal Fabrication
- Cosmetology (senior high only)
- Fabrics
- Foods
- Horticulture
- Human Care
- Natural Resources (senior high only)

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/iop/default.asp

For more information, refer to the *Information Manual for Knowledge and Employability Courses*, Grades 8–12, 2006. The manual is available on the Alberta Education Web site or for purchase from the LRC.

Assessment

Provincial Diploma Examinations

http://www.education.gov.ab.ca/k_12/testing/

Provincial diploma examinations are a required part of the following courses:

- Applied Mathematics 30
- Biology 30
- Chemistry 30
- English Language Arts 30-1
- English Language Arts 30-2
- Français 30 (Francophone – French first language)
- French Language Arts 30
- Physics 30
- Pure Mathematics 30
- Science 30
- Social Studies 30
- Social Studies 33

To obtain credits in any one of these 30-level courses, a student must write the appropriate diploma examination. The student also must obtain a final mark of 50% or higher in the course. The final mark is the average of the school-awarded mark and the diploma examination mark.

Diploma examinations are written at all senior high schools offering the diploma examination courses. Following the administration and marking of the examinations, a student receives a Results Statement, which reports the most recent diploma examination mark and the most recent school-awarded mark. Marks shown on the Results Statement may or may not correspond with the marks shown on the official transcript. The transcript reports the highest school-awarded mark, the highest diploma examination mark, and the highest final mark within a three-year period.

A student may apply to have a diploma examination rescored or to rewrite a diploma examination. There are fees associated with rescoring and rewriting. A student concerned about a school-awarded mark may appeal to the school principal.

http://www.education.gov.ab.ca/k_12/testing/

Information about diploma examinations is available at all senior high schools. A flyer, entitled *Information for Students Planning to Write Diploma Examinations*, is provided to schools for their students. As well, information is available in the *General Information Bulletin, Diploma Examinations Program*. Both the bulletin and the student flyer are available on the Alberta Education Web site.

Maintaining Consistent Standards Over Time on Diploma Examinations

http://www.education.gov.ab.ca/k_12/testing/diploma/consistentstandards.asp

The Diploma Examinations Program (DEP) has introduced a new initiative to further support the goals of fairness to students and consistent measurement of achievement of standards over time. All diploma courses, with the exception of Français 30, French Language Arts 30 and Science 30, are included in the initiative. More information is available on the Alberta Education Web site.

Transitions from Senior High School into Work and Further Learning

Preparing for life and work is a complex process that begins in the early years of schooling and continues throughout our lives. Alberta schools are taking an active role—along with parents and the community—in helping students move successfully from senior high school to further studies and/or the workplace.

To help prepare for their transition, students are encouraged to build on the career planning done in junior high school, and to develop a comprehensive career portfolio. They should investigate several work and learning opportunities and prepare several transition scenarios.

All senior high school courses can assist students in career planning through helping them develop their personal management skills—essential/employability skills—explore learning and work options, and contribute to their career portfolio. Some programs that focus specifically on career development include: Career and Life Management, Career and Technology Studies and Work Experience 15–25–35. The Registered Apprenticeship Program, Green Certificate Program, and Knowledge and Employability courses also help students make a successful transition into the workplace.

Many senior high schools organize special career development activities, such as mentoring, job shadowing, portfolios and annual career fairs. Senior high schools encourage students to develop a career plan. Plans should be updated annually and signed by parents and principals. Students typically develop a personal portfolio, including a résumé, and may use a career planner such as the *Senior High School Student Learning–Career Planner* developed by Alberta Education.

http://www.education.gov.ab.ca/k_12/curriculum/cardir_sr.pdf
[pdf version]

http://www.education.gov.ab.ca/k_12/curriculum/SHPlan.doc
[word version]

http://www.education.gov.ab.ca/k_12/curriculum/cardir.pdf

The *Student Learning–Career Planner Information Booklet* and the *Senior High School Student Learning–Career Planner* are useful tools for Alberta's secondary school teachers, guidance counsellors and career consultants as they work with students, parents and other key partners to help students move through the career planning process. The information booklet and senior high school planner are available on the Alberta Education Web site or for purchase from the LRC.

http://www.alis.gov.ab.ca

Information on occupations and post-secondary programs is available on the Alberta Learning Information Service Web site through school career centres or counselling offices.

Post-secondary Learning

Learning opportunities beyond senior high school include: university, college, technical institutes, apprenticeship, technical training programs and on-the-job training.

At each senior high school grade level, students select courses to meet graduation requirements and build toward their future plans for further education and work/career goals. A senior high school diploma does not guarantee entrance into post-secondary programs.

School staff are available to assist students in applying to post-secondary institutions. **Students are responsible for becoming aware of post-secondary entrance requirements, application procedures and deadlines. It is also the student's responsibility to request that an official Alberta Education transcript be sent to post-secondary institutions.** Request forms are available at schools and should be sent well in advance of application deadlines.

http://www.education.gov.ab.ca/learning/studentservices/transcripts.asp

Some post-secondary programs recognize senior high school courses for advanced standing, credit or preferred entrance.

Alexander Rutherford Scholarship

http://www.alis.gov.ab.ca/scholarships/info.asp?EK=11

Students can earn a maximum of $2500 toward their post-secondary education through Alexander Rutherford Scholarships. These scholarships are awarded to students when they enroll in post-secondary institutions and have earned an 80% average in five designated subjects in Grades 10, 11 and 12. Each grade is assessed independently. CTS courses may be used to meet the eligibility requirements for Grade 10 and Grade 11 only. A list of the designated subjects at each grade level is found in the chart below.

Grade 10	Grade 11	Grade 12

Average 80% or higher in **five** subjects:
• English Language Arts 10-1, 10-2 or Français 10, Français 10-2, Français 13
• at least **two** of the following:
  • Applied Mathematics 10 or Pure Mathematics 10
  • Science 10
  • Social Studies 10
  • any one language other than the one used above at the Grade 10 level
• any **two** other subjects at the Grade 10 level, including those listed above
	Average 80% or higher in **five** subjects:
	• English Language Arts 20-1, 20-2, or Français 20, Français 20-2, Français 23
	• at least **two** of the following:
	  • Applied Mathematics 20 or Pure Mathematics 20
	  • Science 20
	  • Biology 20
	  • Chemistry 20
	  • Physics 20
	  • Social Studies 20
	  • any one language other than the one used above at the Grade 11 level
	• any **two** other subjects at the Grade 11 level, including those listed above
		Average 80% or higher in **five** subjects:
		• English Language Arts 30-1, 30-2 or Français 30 or 30-2
		• at least **four** of the following:
		  • Applied Mathematics 30
		  • Pure Mathematics 30
		  • Mathematics 31
		  • Science 30
		  • Biology 30
		  • Chemistry 30
		  • Physics 30
		  • Social Studies 30
		  • any one language other than the one used above at the Grade 12 level (3000 series courses)

CTS Courses. Three 1-credit courses can be combined and used as an option at the Grade 10 and/or Grade 11 level. • CTS courses at the 1000-level are considered as Grade 10 level; at the 2000-level are considered as Grade 11 level. • To be combined, all courses must be from the same level. • The average mark of the three courses may be used as one of the other subjects at the appropriate level.		**Note**: CTS courses cannot be used at the Grade 12 level.

Also, the top ten Alberta students graduating from Grade 12, as determined solely on the basis of diploma examination results in English Language Arts 30-1 or Français 30, Social Studies 30, and three other diploma examination subjects, are recognized as "Rutherford Scholars."

Students typically apply for an Alexander Rutherford Scholarship in the spring of their Grade 12 year, and the award is paid during the first semester of post-secondary studies. Individual school boards, schools, post-secondary institutions, businesses and community organizations also offer scholarships. Parents and students are strongly encouraged to explore additional scholarship sources to help pay for post-secondary education, such as Fellowships for Full-time Post-Secondary Studies in French.

RAP Scholarship

http://www.advancededucation.gov.ab.ca/

The Alberta Apprenticeship and Industry Training Board's Registered Apprenticeship Program (RAP) Scholarship is designed to recognize the accomplishments of Alberta high school students in the Registered Apprenticeship Program, and to encourage students to continue their apprenticeship training.

Up to 500 scholarships of $1000 each are awarded annually.

To be eligible for a RAP scholarship, students must be Canadian citizens and Alberta residents, be registered as an apprentice while attending school and plan to continue their apprenticeship training after senior high school. They must complete requirements for senior high school completion during the school year ending July 31 of the year of application, and have completed a minimum of 250 hours of on-the-job training and work experience in their trade.

When applying for a RAP scholarship, apprentices must provide a personal statement telling about themselves, confirming their plans to continue their apprenticeship program and indicating why a career in the trades is a good fit for them. They must provide both the employer and senior high school teacher/counsellor recommendations, and authorize access to their senior high school transcript.

http://www.alis.gov.ab.ca/scholarships

To receive payment of their scholarship, recipients must meet certain apprenticeship program requirements that are outlined in the application form and claim their award within five years.

RAP scholarship applications are available from Apprenticeship and Industry Training offices, Alberta Scholarship Programs, or can be downloaded at http://www.tradesecrets.gov.ab.ca.

Financial Assistance

http://www.alis.gov.ab.ca/studentsfinance

Students attending post-secondary institutions may be eligible for a student loan. Information on student loans can be obtained from a school counsellor or by contacting the Students Finance Board, Alberta Education, which has offices in both Edmonton and Calgary. Students may also inquire at Apprenticeship offices throughout Alberta.

Frequently Asked Questions

Question: *What is a credit?*
Answer: One credit is equivalent to the learner outcomes that most students can achieve in 25 hours of instruction. Students in Alberta are required to earn 100 credits to qualify for an Alberta High School Diploma or 80 credits for a Certificate of Achievement.

Question: *Do students have spares?*
Answer: Students may choose to have study periods in senior high school depending upon their school's policies/guidelines. It is very possible for students to complete their senior high school diploma successfully and to have spares, particularly in their Grade 12 year, but planning for a full schedule is suggested.

Question: *How do students know which courses to take to prepare for post-secondary education?*
Answer: Students who have identified their post-secondary plans should consult their school counsellors and a calendar from the post-secondary institution of their choice to make sure they have the necessary prerequisite senior high school courses. Students should check each year for current information. Students are also encouraged to visit the Alberta Learning Information Service (ALIS) site at http://www.alis.gov.ab.ca.

Question: *Are tutors available?*
Answer: The best source of help for students is their classroom teacher. If extra tutoring is required, this is usually arranged privately at parental expense. Schools may be able to help by providing information about tutors.

Question: *Do students need to take all courses in the same sequence?*
Answer: Students may take a variety of courses. They are restricted only by the prerequisites required for each course.

Question: *Is a second language a requirement for university entrance?*
Answer: This is not a general requirement for Alberta universities. However, a second language can be used as an academic subject for entrance to several programs and in calculations for scholarships. It may also be used to calculate the academic average. Certain post-secondary faculties may require a second language. Students should consult the post-secondary institution of their choice regarding entrance requirements.

Question: *What happens if a Grade 12 student is short of credits after the first semester?*
Answer: It may be possible for such a student to complete the diploma requirements by taking extra courses, an extra semester, summer school, night school or distance learning. Please consult the student's school for assistance.

Question: *Can a student return to senior high school to complete a high school diploma or upgrade courses following Grade 12?*
Answer: All students who are 19 or under as of September 1 of a school year have the right to attend school. School boards can designate specific schools for returning students.

Question: *Can parents request that their children have a particular teacher for a course?*
Answer: Most schools attempt to accommodate individual requests but are sometimes restricted because of enrollment and scheduling concerns.

Question: *How can I best assure that my child will have a positive experience in senior high school?*
Answer: Parents and teachers share a commitment to lifelong learning. Ongoing communication among parents, teachers and students is one way of ensuring success.

Question: *What does it mean to challenge a course?*
Answer: Students who believe that they already possess the knowledge, skills and attitudes for a senior high school course and are ready to demonstrate that achievement may ask the school about how they can receive credits for the course without actually taking it. Usually, a course challenge will apply only to a course that is at a higher level than a student has already achieved in a course sequence, or is at a similar level in an alternative course sequence. Students who successfully complete a course challenge of the school-awarded mark component of a diploma examination course must write the diploma examination to be eligible for a final course mark and credits in that course.

Question: *Are there provisions for special needs students writing a diploma examination?*
Answer: Yes. Contact the local school.

Feedback Form

Curriculum Handbook for Parents 2007–2008: Senior High School

Catholic School Version

Please indicate whether you are a:

☐ Parent ☐ Teacher ☐ School Administrator ☐ District Administrator ☐ Other (please specify) _____

Please indicate whether you used:

☐ a print copy ☐ the online format ☐ both

Please respond to the following by placing a check mark under **Strongly Disagree, Disagree, Agree** or **Strongly Agree**.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The handbook provides useful information.				
2. The amount of information is appropriate.				
3. The reading level is appropriate.				
4. The layout and organization are user-friendly.				
5. The links to the Alberta Education Web site are helpful.				
6. Downloading and printing is easy.				

How can this handbook be made more helpful to parents?

_____

_____

_____

_____

_____

Thank you for your feedback.

Please send your response to:

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